

Appendix A – OE 10.1

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Human Resource Services

Elementary School Calendar Summary

2012 – 2013 School Year

FIRST TRIMESTER	58 Teaching Days
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SCHOOLS OPEN	Tuesday, September 4, 2012
Veterans' Day Holiday	Monday, November 12, 2012
Thanksgiving Holidays	Saturday, November 17, 2012 through Sunday, November 25, 2012
FIRST TRIMESTER ENDS	Friday, November 30, 2012

SECOND TRIMESTER	52 Teaching Days
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SCHOOLS REOPEN FOR SECOND TRIMESTER	Monday, December 3, 2012
Winter Holidays	Saturday, December 22, 2012 through Sunday, January 6, 2013
Martin Luther King, Jr. Day Holiday	Monday, January 21, 2013
Lincoln Day Holiday	Monday, February 11, 2013
President's (Washington's) Day Holiday	Monday, February 18, 2013
SECOND TRIMESTER ENDS	Friday, March 1, 2013

THIRD TRIMESTER	68 Teaching Days
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SCHOOLS REOPEN FOR THIRD TRIMESTER	Monday, March 4, 2013
Spring Holidays	Saturday, March 23, 2013 through Sunday, March 31, 2013
Memorial Holiday	Monday, May 27, 2013
Last Day of Instruction	Thursday, June 13, 2013
THIRD TRIMESTER ENDS	Thursday, June 13, 2013

ELEMENTARY SHORTENED DAYS	
Parent-Teacher Conferences	6 days: October 23 – November 29, 2012 4 days: February 8 – March 15, 2013
Reports and Records	3 days: November 30, 2012, March 1, 2013, and June 13, 2013

SUMMARY	
Full Days	165
Shortened Days	13
Common Planning Time (Equivalent to 18 Hours)	3
Faculty Work Day (June 14)	1
Total Service Days	182

Sacramento City Unified School District

Pupil Progress Reporting Calendar: 2012-2013

Elementary School

Trimester	Progress Notice Sent by	Report Period Ends	Reports Issued by
First	November 9, 2012	November 30, 2012	December 21, 2012
Second	February 8, 2013	March 1, 2013	March 22, 2013
Third	May 23, 2013	June 13, 2013	June 20, 2013

The periods shown above are the dates by which schools must hold parent conferences and/or issue written reports. Additionally, conferences may be held at the discretion of the teacher or principal, or upon request by the parent.

Middle School

*The guiding publication is Student Progress Reporting Manual for Grades 7-8, adopted by the Board of Education on November 24, 1985.

Semester	Notice of Impending Failure Issued by	Report Period Ends	Reports Issued by
Fall	October 12, 2012	November 2, 2012	November 16, 2012
	December 14, 2012	January 25, 2013	February 8, 2013
Spring	March 15, 2013	April 12, 2013	May 3, 2013
	May 23, 2013	June 13, 2013	June 27, 2013

High School

*The guiding publication is Student Progress Reporting Manual for Grades 9-12, adopted by the Board of Education on June 28, 1982.

Semester	Notice of Impending Failure Issued by	Report Period Ends	Reports Issued by
Fall	October 12, 2012	November 2, 2012	November 16, 2012
	December 14, 2012	January 25, 2013	February 8, 2013
Spring	March 15, 2013	April 12, 2013	May 3, 2013
	May 23, 2013	June 13, 2013	June 27, 2013

Notes to parents may be sent at any time during the school term. If a student is in danger of failing at any grade period, the teacher shall, not less than 15 instructional days before the end of that grading period, issue the Notice of Impending Failure.

*Each principal is to be certain that every teacher on the school staff has a copy of the manual, and teachers, students, and parents are aware of the important contents of the manual.



PARENT-TEACHER
HOME VISIT PROJECT

Parent Teacher Home Visit Monthly Log

Teacher _____ Month of _____ Total Hours _____

Student ID Number	First and last name of student	Grade of student	Date of visit	Name of other staff member on visit	Who was in attendance at the visit? (parents, siblings, etc.)	What did you learn from the visit?	How will you use the information learned back in your classroom or at school?

Staff Signature: _____ PTHVP-2012-2013 School: _____

OFFICE OF SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

LEADERSHIP ACADEMY

2011-2012

DAY	DATE	TIME	SITE
Monday	October 24, 2011	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	November 7, 2011	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	November 28, 2011	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	December 12, 2011	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	January 9, 2012	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	January 23, 2012	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	February 6, 2012	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	February 27, 2012	6:00 p.m. - 8 :00 p.m.	Parent Resource Conf.
Monday	March 12, 2012	6:00 p.m. - 8:00 p.m.	Parent Resource Conf.
Monday	March 19, 2012 (Graduation)	6:00 p.m. - 8:00 p.m.	Parent Resource Conf. Serna Bistro

School, Family & Community Partnerships Leadership Academy

Slogan: Collaborative Leadership through Equity and Access

Winter 2013

Monday evenings, except for Welcome & Orientation

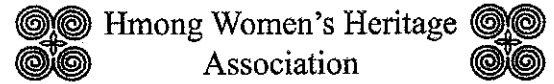
Time: 6:00PM-8:30PM

Facilitator: Noue Yang Leung

<u>Session #</u>	<u>Date</u>	<u>Time</u>	<u>Topic</u>	<u>Speakers</u>	<u>Class Location</u>	<u>Child Sitter Location</u>
1	1/12/13	9:00am-12:00pm	Welcome & Orientation	Noue Leung, L.A. Alumni panel members	Tennessee	PRC
2	1/14/13	6:00pm-8:30pm	Navigating the School System	Mary Hardin Young	Tennessee	PRC
3	1/28/13	6:00pm-8:30pm	Program Improvement	Linda Cook, Karen Swett & Mali Currington	Tennessee	PRC
4	2/4/13	6:00pm-8:30pm	School Accountability & Test Scores	Dr. Mao Vang, Mali Currington	Tennessee*	PRC
	2/7/13	6:00pm-8:00pm	Board Meeting: Public comment		Community Rms	PRC
5	2/25/13	6:00pm-8:30pm	Defining Cultural Proficiency	Olga Arellano, Heather Decker	Tennessee*	PRC
6	3/4/13	6:00pm-8:30pm	Diversity & Multiculturalism	Chris Espinoza	Tennessee	PRC
7	3/11/13	6:00pm-8:30pm	Race & Ethnicity – Take Class Photo	Cory Jones	Tennessee	PRC
8	3/18/13	6:00pm-8:30pm	Parents as Leaders	Terrence Gladney & Curry Mayer	Tennessee	Bistro
9	4/1/13	6:00pm-8:30pm	Parents Rights & Advocacy	Liz Guillen	Tennessee	PRC
10	4/8/13	6:00pm-8:30pm	Group Presentations	Noue Leung	Tennessee	PRC
11	4/15/13?	6:00pm-8:00pm	Program Celebration Ceremony	Jonathan Raymond, Stacey Bell, Principals,	Bistro	



Parents As Partners In Schools



Parents as Partners in Schools consist of six highly interactive workshops lasting two hours each. The training, child care, food, materials and graduation certificate are provided **FREE OF CHARGE FOR PARENTS.** Come learn how you can better assist your child and learn how to read and write in Hmong.

- P.A.P.S. Workshop Topics**
- 1. Orientation/Program overview**
4/16/2013
 - 2. Positive Parenting & Hmong Writing**
4/23/2013
 - 3. The Home Connection & Hmong Writing**
4/30/2013
 - 4. Communication & Hmong Writing**
5/7/2013
 - 5. Parent Involvement & Hmong Writing**
5/14/2013
 - 6. Nutrition Education**
5/21/2013

****All Workshops ~ 6:00PM-8:00PM****

Location of workshops:
Susan B. Anthony Elementary
7864 Detroit Blvd., Sacramento



Contact Us!

**School, Family & Community
Partnerships Trainer**

Noue Yang Leung 916.643.7975
Noue-leung@scusd.edu

**WE LOOK FORWARD
TO SEEING YOU THERE!**

PLEASE DETACH AND RETURN TO MAIN OFFICE WITH YOUR CONTACT INFORMATION—THANK YOU

**Yes! I am interested in the P.A.P.S.
Workshops.**

(Please type)

NAME _____

PHONE # _____

E-mail _____

My child attends
Susan B. Anthony Elementary School
7864 Detroit Blvd.
Sacramento, CA 95832

Parents as Partners in Schools

Parent Workbook-Session 2

POSITIVE PARENTING

This workshop will:

- ❖ Allow parents to understand how a positive or negative attitude can influence their child's behavior and school performance
 - ❖ Assist parents to enhance their power of positive thinking
 - ❖ Assist parents to reframe negative feedback to a positive for themselves and their child
 - ❖ Explain how a positive, supportive attitude toward their child's education will also help their child view school as a great place for learning
-

AGENDA

Welcome / Check-in	Attendance / Calendar / Tickets	10 minutes
Icebreaker	Paper Ball Toss	15 minutes
Activity 1	Power of Positive Thinking Quiz & Activities	30 minutes
Break		10 minutes
Activity 2	How to Deal with Criticism and Turn it Around	30 minutes
Homework	<i>Children Learn What They Live</i> <i>National PTA: Building Your Child's Self-Esteem</i>	5 minutes
Wrap-up		10 minutes
Evaluation		5 minutes
Next Session	Why is Education Important?	5 minutes
Total Time		120 minutes

Parents as Partners in Schools

Parent Workbook-Session 2

CRIANZA POSITIVA

Este taller hará lo siguiente:

- ❖ Permitir a los padres a entender cómo una actitud positiva o negativa puede influir en el comportamiento de sus hijos y el desempeño escolar
 - ❖ Ayudar a los padres a aumentar su poder del pensamiento positivo
 - ❖ Ayudar a los padres a replantear voto negativo a positivo para ellos y para sus hijos
 - ❖ Explicar cómo el apoyo y una actitud positiva en la educación de su hijo también le ayudará a su niño ver la escuela como un gran lugar para aprender
-

ORDEN DEL DÍA

Bienvenido /		
Hora de registro	Asistencia / Calendario / Boletos	10 minutos
Rompehielos	Tiro de la bola de papel	15 minutos
Actividad 1	Examen El Poder de pensamiento positivo y actividades	30 minutos
Pausa		10 minutos
Actividad 2	Cómo enfrentar la crítica negativa y convertirla en positiva	30 minutos
Tarea	Niños Aprenden Lo Que Viven PTA Nacional: Construyendo la autoestima de su hijo	5 minutos
Concluir		10 minutos
Evaluación		5 minutos
Próxima sesión	¿Por qué es importante la educación?	5 minutos
Tiempo total		120 minutos

Parents as Partners in Schools

Parent Workbook-Session 2

THE POWER OF POSITIVE THINKING QUIZ

Instructions: Read and answer every question

1. How I feel about myself depends on what others think of me:

Always Sometimes Never

2. When I am criticized I berate myself for being stupid:

Always Sometimes Never

3. I easily ask for and accept help from others:

Always Sometimes Never

4. I easily accept compliments:

Always Sometimes Never

5. When I look in the mirror, I see flaws in my appearance:

Always Sometimes Never

6. I make time in my schedule for activities that support my health and well-being:

Always Sometimes Never

7. I am uncomfortable expressing my opinion and feelings in my personal relationships:

Always Sometimes Never

8. I am anxious to admit that I don't know or understand something:

Always Sometimes Never

9. In a restaurant, when I receive food that doesn't match my order, I say nothing and eat it anyway:

Always Sometimes Never

Parents as Partners in Schools
Parent Workbook-Session 2

10. I believe that I am confident and value myself:

Always Sometimes Never

11. I openly express my opinions at work

Always Sometimes Never

12. I envy others:

Always Sometimes Never

13. I believe my life would be better if I were more attractive:

Always Sometimes Never

14. No matter what I do, I always find something wrong with the result:

Always Sometimes Never

15. I believe I will never really be happy:

Always Sometimes Never

Parents as Partners in Schools Parent Workbook-Session 2

CUESTIONARIO SOBRE LA AUTOESTIMA

Indicaciones: Lee y contesta cada pregunta

1. Lo que pienso de mí mismo depende de lo que piensan de mí los demás:

Siempre A veces Nunca

2. Cuando me critican, me reprocho a mí mismo por ser estúpido:

Siempre A veces Nunca

3. Me es fácil pedir y aceptar ayuda de los demás:

Siempre A veces Nunca

4. Me es fácil aceptar elogios:

Siempre A veces Nunca

5. Cuando me miro en el espejo, veo defectos en mi apariencia:

Siempre A veces Nunca

6. Incluyo en mi calendario tiempo para actividades que son buenas para mi salud y mi bienestar:

Siempre A veces Nunca

7. No me siento cómodo al expresar mis opiniones y sentimientos en mis relaciones personales:

Siempre A veces Nunca

8. Me da ansiedad tener que admitir que no sé o no entiendo algo:

Siempre A veces Nunca

9. Cuando ordeno comida en un restaurante y me traen la orden incorrecta, me lo como sin quejarme:

Siempre A veces Nunca

**Parents as Partners in Schools
Parent Workbook-Session 2**

10. Creo que me siento seguro de mí mismo y que me valoro a mí mismo:

___ Siempre ___ A veces ___ Nunca

11. Expreso mis opiniones abiertamente en mi trabajo:

___ Siempre ___ A veces ___ Nunca

12. Le tengo envidia a los demás:

___ Siempre ___ A veces ___ Nunca

13. Creo que mi vida sería más feliz si yo fuera más atractivo(a):

___ Siempre ___ A veces ___ Nunca

14. No importa lo que yo haga, siempre encuentro algo malo con los resultados:

___ Siempre ___ A veces ___ Nunca

15. Creo que nunca seré completamente feliz:

___ Siempre ___ A veces ___ Nunca

Parents as Partners in Schools

Parent Workbook-Session 2

SESSION 2 EVALUATION

Please rate each statement on a scale of 1 - 4 based on how well this session addressed each topic:

1-Disagree strongly 2- Disagree 3-Agree 4-Agree strongly

1. The workshop provided information on how your attitude (whether positive or negative) influences your child's school performance.
_____1 _____2 _____3 _____4
2. The session gave specific ways for you to increase your positive thinking in order to support your child's positive attitude in school.
_____1 _____2 _____3 _____4
3. The session provided ways to take negative feedback and turn it around to a learning opportunity so you can support your child.
_____1 _____2 _____3 _____4
4. The session provided information on how your positive attitude about school helps your child view school as a great place for learning.
_____1 _____2 _____3 _____4
5. The session provided information that made you feel more confident to communicate with your school.
_____1 _____2 _____3 _____4
6. The facilitator created an environment that allowed you to fully express your opinions safely.
_____1 _____2 _____3 _____4
7. The facilitator actively involved everyone in the workshop.
_____1 _____2 _____3 _____4
8. The homework is a helpful extension of the session.
_____1 _____2 _____3 _____4
9. The workshop will help me to develop confidence and understanding about leadership skills.
_____1 _____2 _____3 _____4
10. Any additional comments to change or improve the workshop?

Parents as Partners in Schools

Parent Workbook-Session 2

EVALUACIÓN SEMANAL DE LA SESIÓN 2

Por favor, marque cada pregunta en una escala de 1-4 basado en la sesión de hoy:

1-Muy en desacuerdo 2- En desacuerdo 3- De acuerdo 4- Muy de acuerdo

1. La sesión de hoy proveer de entender cómo una actitud positiva o negativa puede influir en el comportamiento de sus hijos, escuela y el hogar?

_____1 _____2 _____3 _____4

2. La sesión le dio ejemplos para aumentar su poder del pensamiento positivo, y, a la misma vez, ayudar a sus hijos desarrollar una actitud positiva en la escuela.

_____1 _____2 _____3 _____4

3. La sesión proporciono maneras en como replantear la respuesta negativa a una positiva de sí mismos y de sus hijos?

_____1 _____2 _____3 _____4

4. La sesión obtuvo información sobre la idea que una actitud positiva de apoyo a la educación de su hijo también le ayudará a su niño ver la escuela a como un gran lugar para aprender.

_____1 _____2 _____3 _____4

5. La sesión ofreció información que te hizo sentir seguro, con mas confianza para comunicarse con el personal escolar.

_____1 _____2 _____3 _____4

6. El facilitador creo un ambiente seguro en poder expresar sus opiniones.

_____1 _____2 _____3 _____4

7. El facilitador activamente buscó la participación de todos.

_____1 _____2 _____3 _____4

8. La tarea es una parte útil del taller.

_____1 _____2 _____3 _____4

9. Este taller me va ayudar a desarrollar la confianza en si mismo y comprender practicas de liderazgo.

_____1 _____2 _____3 _____4

10. Comentarios o sugerencias:



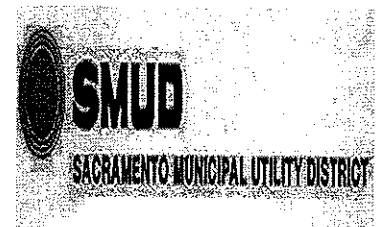
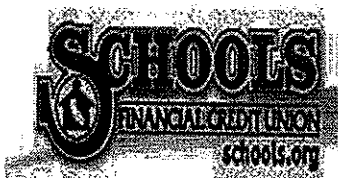
FAMILY AND COMMUNITY ENGAGEMENT OFFICE
PARENT INFORMATION EXCHANGE (P.I.E)

April 8, 2013, 2013

AGENDA

1. WELCOME
2. ANNOUNCEMENTS
3. SPECIAL PRESENTATION: Social Emotional Learning SEL
 - Michelle Blanton
Training Specialist – Leataata Floyd Elementary School
4. ADJOURN

The Parent Information Exchange (P.I.E.) is made possible through our generous sponsors:





FAMILY AND COMMUNITY ENGAGEMENT OFFICE
PARENT INFORMATION EXCHANGE (P.I.E.)
LUNCHEON

DATE: April 8, 2013
TIME: 11:30 A.M. - 12:45 P.M.
PLACE: SERNA CENTER COMMUNITY ROOMS
5735 47TH AVENUE
SACRAMENTO, CA

SPECIAL PRESENTATION

Social & Emotional Learning Core Competencies



Social Emotional Learning (SEL)

- What Kind of Learning Leads to Student Success?
- How Do You Define SEL?
- What Is SCUSD's Plan For The Next Three Years?
- What Will SEL Integration Look Like At The District, Site and Classroom Levels?

WE ARE LIMITED TO 50 LUNCHEON GUESTS.
PLEASE CONFIRM YOUR FREE LUNCH RESERVATION BY CALLING:
Serna Parent Resource Center at (916) 643-7924

The Parent Information Exchange is made possible by our generous sponsors:



Social Emotional Learning



and Sacramento City Unified School District

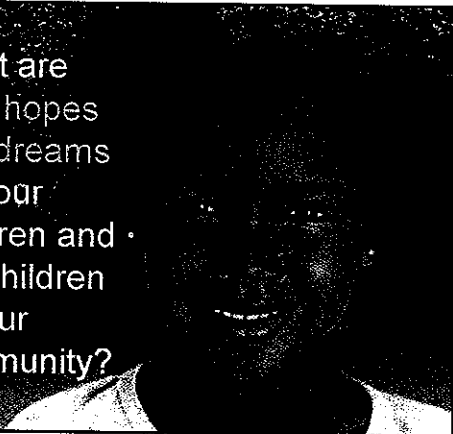
parent
community
district
schools

Questions For Our Session

- What is Social and Emotional Learning (SEL)?
- How does SEL promote success in school and life?
- What is SCUSD's plan for the next three years?
- What will SEL integration look like at the district, school, and classroom levels?
- What are SCUSD's next steps?



What are
your hopes
and dreams
for your
children and
the children
in your
community?



What Is Social Emotional Learning?

What comes to mind when you hear the words "social and emotional learning"?



How Is SEL Defined?

Social and emotional learning (SEL) provides the structure and process for adults and students to develop fundamental emotional and social competencies and experiences to:

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships and,
- make responsible decisions.

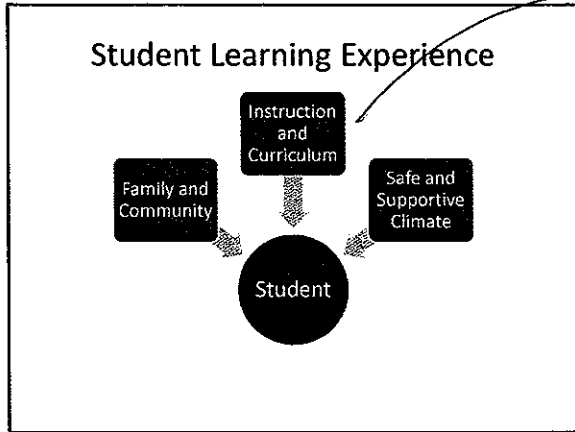
SEL builds and deepens a positive school climate.

Core Competencies of SEL

Social & Emotional Learning Core Competencies

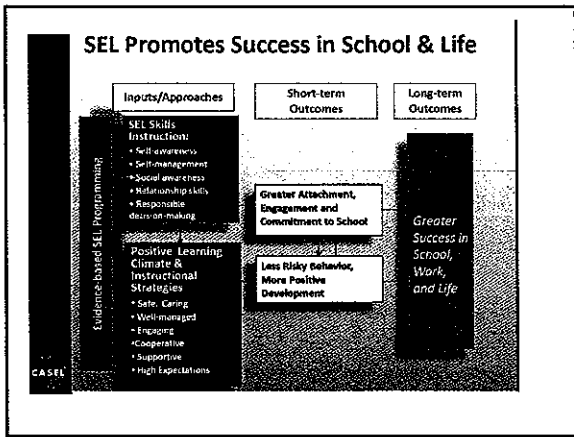


included in packet



curriculum

- embedded into core curriculum
 - pedagogy + culture



sequenced
 active
 focused
~~explicit~~ explicit

-video

Research on SEL/Student Success

↑ **Increased Academic Outcomes Documented!**
 Social-emotional skills led to improved attitudes about self, others, and school and an **11 % point gain on standardized achievement tests!**

↓ **Reduced Risk of Failure Documented!**
 Social Emotional Skills led to decrease in conduct problems and emotional distress!

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, X. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82 (1), 405-432.

Adult SEL Competence & Learning

- Adults who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments. *(Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)*
- Teachers skilled at regulating their emotions report less burnout and more positive affect while teaching. *(Brackett, Major, McIntyre, Egan, & Salovey, 2006)*
- School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community. *(Friedland Fisher, 2009)*

10

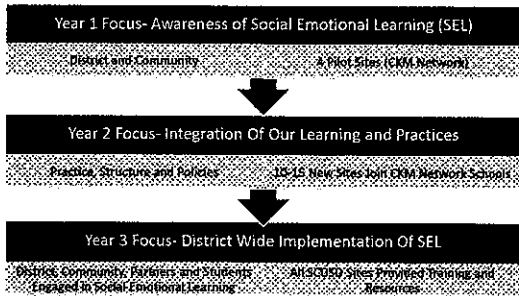
Added benefit
of Adults SEL
growth

Window Of Opportunity for Integration



- **Novo Foundation Funding For Three Years (\$750,000 total)** to district includes District and Site Funding. SCUSD is one of 8 large urban districts selected to lead this work!
- **Included In Grant- FREE Professional And Organization Support** from national experts in the field (Collaboration of Academic, Social, and Emotional Learning (CASEL).
- **SEL Standards and Skills Are An Excellent Match For All Key SCUSD Initiatives-** think Common Core, Linked Learning, Safe & Supportive Schools!

SEL- 3 Year Rollout and Evaluation in SCUSD



District, Schools and Classrooms: Before/After SEL Integration

District	School	Classroom
<ul style="list-style-type: none"> • Before: No Common Language, vision, or curriculum. Scattered approach within district departments. • After: Integrated into adult professional and student learning environments as well as district standards, policies and practices. 	<ul style="list-style-type: none"> • Before: Site by site ability to access or effectively implement SEL resources. • After: Schoolwide SEL vision, needs & resources assessed, SEL in Common Core & other professional learning, explicit SEL skills instruction, improved climate, district support 	<ul style="list-style-type: none"> • Before: Individual teachers left to figure out SEL resources and classroom practices. • After: More engaged students, increased academic outcomes, greater 21st century skill development, decreased behavioral problems and increased positive classroom climate.

Next Steps

- **Need SEL Resources?**
Visit scusd.edu/sel to learn more about SCUSD SEL work.
Visit www.casel.org to learn more about national SEL work.
- **Want To Learn More About SEL Grant, Working Groups, or SEL Presentations For Your School?**
Contact - Carrie Rose, Grant Coordinator at 916-752-3206 or carrie-rose@scusd.edu.

Thank You!



SCUSD



Parents and Guardians

**New College and Career Ready
Learning Expectations for ALL Students
Are Coming!**

Get Ready



Get Informed



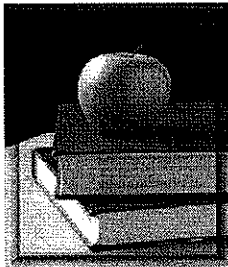
Get Involved

Join Us for Parent Workshops

Learn how the new CA Common Core State Standards will impact your child's learning, how you can assist your child, plus experience what your child will be learning.

Translators will be available for interpretation

English Language Arts Workshop Series



DATE

Tuesday, November 13
Wednesday, February 13
Tuesday, April 16

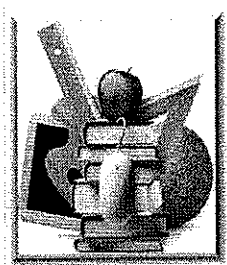
TIME

6:00-7:30PM
6:00-7:30PM
6:00-7:30PM

LOCATION

SCUSD Serna Center, 5735 47th Ave., Sacramento

Mathematics Workshop Series



DATE

Tuesday, November 27
Tuesday, February 26
Tuesday, April 30

TIME

6:00-7:30PM
6:00-7:30PM
6:00-7:30PM

LOCATION

SCUSD Serna Center, 5735 47th Ave., Sacramento

For more information, please contact Dr. Iris Taylor at 916.643.9120 or iris-taylor@scusd.edu

Sacramento City Unified School District
Putting Children First

Common Core Parent Workshop

**English Language Arts
CA Common Core Standards**

February 13, 2013

Sacramento City Unified School District
Putting Children First

What are the Common Core Standards?

1. Specify Learning Expectations for Students in Grades K-12
2. Consists of Two Sets of Standards
 - a. English Language Arts
 - b. Mathematics
3. Focus on College and Career Readiness
4. Adopted in 45 States in the Country
5. Implemented in 2014-2015 School Year

Sacramento City Unified School District
Putting Children First

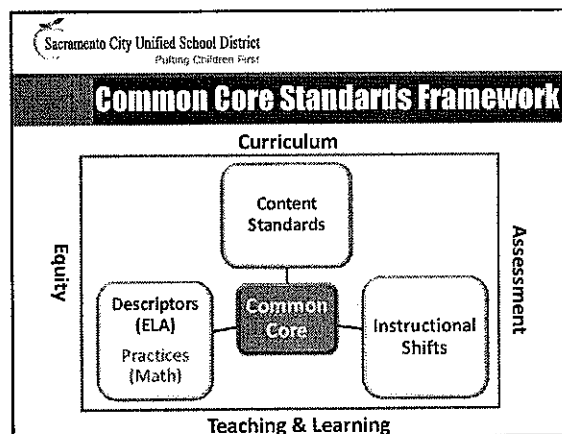
Strategic Plan 2010-14

**Pillar One:
Career and College
Ready Students**

Sacramento City Unified School District
Putting Children First

Key Design Considerations

- College and Career Readiness (CCR) and Grade-Specific Standards
- A Focus on Results Rather than Means
- An Integrated Model of Literacy
- Research and Media Skills Integrated into the Standards as a Whole
- Shared Responsibility for Students' Literacy and Development
- Focus and Coherence in Instruction and Assessment



Sacramento City Unified School District
Putting Children First

ELA College /Career Ready Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures

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The English Language Arts Standards

- Reading Literature (10)
- Reading Informational Texts (10)
- Writing (10)
- Speaking and Listening (6)
- Language (6)
- Foundations (4)
- Literacy in History/Social Studies, Science and Technical Subjects

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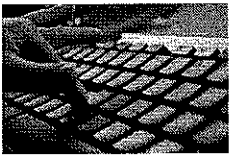
Writing Standards

Focus on Three Text Types

1. Opinion/Argumentation
2. Informational/Explanatory
3. Narrative

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Anchor Standards for Writing



College and Career Readiness Anchor Standards for Writing

The CCR standards on the following page define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements to the former covering broad requirements, the latter providing additional level-specific details to further define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of what the topic or text says, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, analysis and presentation of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Conduct research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Use technology, including the Internet, to produce and publish writing and to present conclusions with others.

Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, identifying important questions, exploring issues and ideas, evaluating sources and issues, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection and research.

Range of Writing

1. Write informative/explanatory texts (such as an essay or report) that analyze a topic, issue, or problem, strengthen claims and position, and supply relevant data and supporting evidence from a range of sources.

*These focal types of writing include many subtypes. See Appendix A for definitions of key writing types.

Note on range and content of students' writing.
Students' research or writing assignments should be designed to help them develop a range of writing skills by presenting, analyzing, and evaluating relevant information and evidence. They should also be able to write a range of writing for a range of purposes and audiences. They should also be able to write a range of writing for a range of purposes and audiences. They should also be able to write a range of writing for a range of purposes and audiences.

Writing Standards K-5

Grade 4 students:	Grade 5 students:
<ol style="list-style-type: none"> 1. Write informative/explanatory texts (e.g., essays, reports) that analyze a topic, issue, or problem, strengthen claims and position, and supply relevant data and supporting evidence from a range of sources. 2. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 3. Write arguments to support claims in an analysis of what the topic or text says, using valid reasoning and relevant and sufficient evidence. 4. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, analysis and presentation of relevant content. 5. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 	<ol style="list-style-type: none"> 1. Write informative/explanatory texts (e.g., essays, reports) that analyze a topic, issue, or problem, strengthen claims and position, and supply relevant data and supporting evidence from a range of sources. 2. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 3. Write arguments to support claims in an analysis of what the topic or text says, using valid reasoning and relevant and sufficient evidence. 4. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, analysis and presentation of relevant content. 5. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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The Progression

What is similar and different from grade level to grade level?

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Smarter Balanced Item Types

- **Selected-Response:** students to select one or more responses for a set of options.
- **Technology-Enhanced:** take advantage of computer-based administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types.

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Smarter Balanced Item Types

Items that Require Writing:

- **Constructed-Response:** prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target.
- **Performance Tasks:** measure a student's ability to integrate knowledge and skills across multiple standards

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Constructed Response




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Constructed Response

- What will students need to do to be successful on this task?
- What will students find most challenging?
- What type of instruction and practice will they need to complete this task independently?

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Writing Task



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Writing Task

- What will students need to do to be successful on this task?
- What will students find most challenging?
- What type of instruction and practice will they need to complete this task independently?

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Performance Task

Animal Defenses



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Performance Task

- What will students need to do to be successful on this task?
- What will students find most challenging?
- What type of instruction and practice will they need to complete this task independently?

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Similarities and Differences

How is this type of reading and writing similar or different from what you had to do in school?

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Table Talk

How Can You Support Your Child with the Common Core Writing Standards?

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How You Can Support Your Child

1. Support your child in writing for different purposes, audiences, and tasks
2. Talk to your child about what he/she is writing?
3. Let your child observe you and others enjoying writing. Discuss what you are writing with your child.


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Transition Roadmap

- Community Awareness & Knowledge Building
- **Parent Workshop Sessions (6:00-7:30 pm)**
 - ELA: November 13, February 13, & April 16
 - Math: November 27, February 26, & April 30
- Leadership Development
- Professional Learning
- Alignment of Current Resources & Practices
- Supplemental Resources & Strategies
- Electronic Library

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Questions

A large, stylized question mark is centered within a square frame. The question mark is dark and has a shadow cast to its right, giving it a three-dimensional appearance. The background of the square is a light, textured gray.

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Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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2012-13 Focus Areas

- Domains
 - Gr. 3-5: Number and Operations - Fractions
 - Gr. 6-7: Ratios and Proportional Reasoning & The Number System
 - Gr. 8: Expressions and Equations & Functions
- Mathematical Practices
 1. Make sense of problems and persevere in solving them
 4. Model with mathematics
 6. Attend to precision

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Homework Share-out

- What strategies were you able to try with your child at home?
- What online resources did you find helpful?
- What changes in your child's math practices have you noticed?
- How did the way you approach math with your child change?

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Purpose

Experience What and How Your Child Will Learn

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Mathematics Workshop Series




Session 1:
Represent and Solve Problems Involving Multiplication

Session 2:
Represent and Solve Problems Involving Division

Session 3:
Understand Properties of Multiplication and the Relationship between Multiplication and Division

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Learning Protocols

- Solo Time 
- Partner Time 
- Table Sharing 
- Whole Group Sharing

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Being a Learner

Put on Your Student Mind



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Mental Math

Think of the month we are currently in.
Double that number.
Add 10.
Divide by 3.
Subtract 2.

What number did you get? Show the number with your fingers.

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Building Background

Pictograph

Hours Spent on Homework Each Week

Ech	○○○○○
Stacey	○○○
Trinda	○○○○
Roberto	○○○○
Maria	○

○ = 2 hours

Tally Marks

Hours Spent on Homework Each Week

Bob	
Stacey	
Trinda	
Roberto	
Maria	

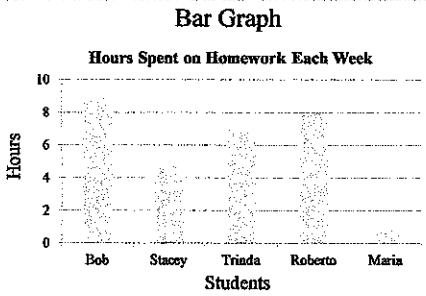
Intermath.coe.uga.edu

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Building Background

Bar Graph

Hours Spent on Homework Each Week




Student	Hours
Bob	5
Stacey	4
Trinda	5
Roberto	5
Maria	1

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Warm-up

Using the pictograph below, how many strawberries did the students pick altogether?
If the strawberries were to be shared equally, how many will each student get?

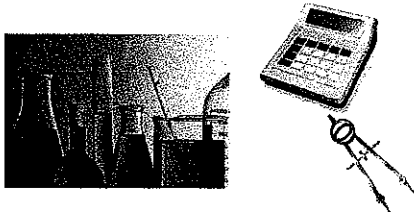
Number of strawberries with each student	
Cecilia	
Ed	
George	
Sally	

Each  = 2 strawberries

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Lesson Objective

- Today we will continue to work on day 2 of our performance task.



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Smarter-Balanced Performance Task

Teacher Survey

Directions: For each tool kit, circle the top five tools, based on usefulness for the class, that you believe should be in each teacher's tool kit.

Please return your survey to _____ by _____

Math Tool Kit	Science Tool Kit
Clock	Thermometers
Place Value Blocks	Beakers
Calculator	Safety Goggles
Pattern Blocks	Tape Measure
Fraction Set	Magnets
Coins	Magnifying Lens
Tangrams	Compass

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Smarter-Balanced Performance Task

Teacher Survey Results: math tool kit

place value blocks	calculator	fraction set	coins	tangrams	Total Count - Math Tools
clock	calculator	pattern blocks	fraction set	coins	6
clock	place value blocks	pattern blocks	coins	tangrams	13
place value blocks	pattern blocks	fraction set	coins	tangrams	5
place value blocks	pattern blocks	fraction set	coins	tangrams	10
place value blocks	pattern blocks	fraction set	coins	tangrams	13
place value blocks	calculator	fraction set	coins	tangrams	15
clock	place value blocks	fraction set	coins	tangrams	11
place value blocks	pattern blocks	fraction set	coins	tangrams	
clock	place value blocks	pattern blocks	fraction set	coins	
clock	calculator	fraction set	coins	tangrams	
clock	place value blocks	pattern blocks	fraction set	coins	
clock	place value blocks	pattern blocks	fraction set	coins	
clock	place value blocks	calculator	fraction set	coins	

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Smarter-Balanced Performance Task

Math Tools Survey Results

Math Tools	Tally Marks
Clock	III- III
Place Value Blocks	III- III- III
Calculator	III-
Pattern Block	III- III-
Fraction Set	III- III- III
Coins	III- III- III-
Tangrams	III- III- I

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Smarter-Balanced Performance Task

Teacher Survey Results: science tool kit

thermometers	beakers	tape measure	thermometers	compass	Total Count - Science Tools
thermometers	safety goggles	tape measure	magnifying lens	compass	14
thermometers	beakers	safety goggles	magnifying lens	compass	8
thermometers	tape measure	magnets	magnifying lens	compass	8
thermometers	tape measure	magnets	magnifying lens	compass	11
thermometers	beakers	tape measure	magnets	magnifying lens	12
beakers	safety goggles	magnets	magnifying lens	compass	13
thermometers	beakers	tape measure	magnets	compass	8
thermometers	tape measure	magnets	magnifying lens	compass	
beakers	safety goggles	tape measure	magnets	magnifying lens	
thermometers	safety goggles	tape measure	magnets	magnifying lens	
thermometers	beakers	safety goggles	magnets	magnifying lens	
thermometers	beakers	safety goggles	tape measure	magnifying lens	
thermometers	tape measure	magnets	magnifying lens	compass	
thermometers	safety goggles	tape measure	magnets	magnifying lens	

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Smarter-Balanced Performance Task

Science Tools Survey Results

Science Tools	Tally Marks
Thermometers	III- III- III
Beakers	III- III
Safety Goggles	III- III
Tape Measure	III- III- II
Magnets	III- III- II
Magnifying Lens	III- III- III
Compass	III- III

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Smarter-Balanced Performance Task

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
6. Attend to precision.
7. Look for and make use of structure.

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Lesson Closure


Reflect on the assessment.

- What did you have to do?
- What type of knowledge and skills did you have to demonstrate?
- Which part was challenging, which part was easy?
- The goal of the task was _____.
- The content standards were _____.

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Welcome back parents!

Thank you for being great learners.



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Performance Task Review

Tools

Use the information from your bar graph to answer the questions below.

1. Which math tool received the most number of votes?
Coins with 15 votes
2. Which math tool received the least number of votes?
Calculators with 5 votes
3. What is the difference between the math tool that received the most number of votes and the math tool that received the least number of votes?
10

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Performance Task Review

Use the information from your picture graph to answer the questions below.

4. Which two tools received the most number of votes?
Thermometers and Magnifying Lens
5. What is the total number of votes these two tools received?
27

The key for the picture graph has changed to:
"Each \blacksquare means 4 teachers".

6. Using the new key, how many \blacksquare s are needed to fill in the chart for the tool selected by the greatest number of teachers?
 $3\frac{1}{2}$ \blacksquare s

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Purpose

How You Can Assist Your Child

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Smarter-Balanced Performance Task

- Review the entire performance task
 - Session 1
 - Session 2
 - Sample Top-Score Responses
 - Scoring Rubric

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Smarter-Balanced Assessment

- Progression/Continuum
 - Examine types of assessment questions
 - Review "Parent Guides"

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Debrief

- What did you learn today?
 - Math Content
 - Math Practices
- What are your thoughts?

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Just Getting Started

Tonight is the last workshop of our three-part series.

- Session 1: Introduced the new Common Core standards
- Session 2: Utilizing "Parent Guides" to support student learning.
- Session 3: Assessment review

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Feedback

Please share your thoughts with us.

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Materials

- White boards
- White board markers
- Pencil boxes: post-its, pencils, markers
- Parking Lot
- White paper
- Parent guides
- Copy of a 3rd grade CST sample
- Create the tally charts on chart paper (one for Math, one for Science)
- Print/copy individual tally charts to place on tables
- Print/copy entire 3rd grade SBAC
- Ask Lucy/Olivine about treats to celebrates with parents
- Half sheets for feedback

The Role of a GATE Program

Provide appropriate, advanced and accelerated instruction which closely aligns with rapid developing skills and capabilities of gifted students.

Strong research evidence supports the effectiveness of grouping students with others of similar ability levels.

Intellectual Peer Grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction.

Students are exposed to a rigorous, rapidly paced instructional program based on district adopted core curricula that meet or exceed the Cal. State Content Standards.

William and Mary Language Arts Units used as a basis for delivering a qualitatively differentiated instructional program specifically designed to meet the needs of gifted learners.

Teachers trained in unique needs of gifted children:

Social and Emotional Dimensions of Gifted Youth

Differentiation

Gifted and Learning Disabled

Gifted English Learners

Giftedness in Poverty

Underachievement in Gifted Youth

Prepare students for advanced placement course work in Middle & High School, leading to college.

Sacramento City Unified School District
Gifted and Talented Education

May 21, 2013
5:30-6:30 pm

Agenda

- GATE Identification: Sacramento City USD
 - First Grade GATE Identification
- The Role of a GATE Program
 - Provide Appropriate, Advanced and Accelerated instruction aligned with rapid developing skills and capabilities of gifted students.
 - Research supports effectiveness of intellectual peer grouping
- GATE Curriculum: William and Mary Curriculum for High Ability Students
 - Advanced Content
 - Literary Analysis
 - Socratic Seminar
 - Persuasive Writing
 - Reasoning Model
- GATE Program Options in SCUSD
- Student Placement
- Notification Procedures

Questions & Answers

Parent resources for gifted children:

www.cagifted.org
www.sengifted.org
www.NAGC.org
www.giftedbooks.com

Stephanie Shaughnessy, GATE Coordinator: 643-2348
Julie Howe, District GATE Resource Teacher: 643-9057

Sacramento City Unified School District
Gifted and Talented Education

June 4, 2013
5:30-6:30 pm

- The Role of a GATE Program
 - Provide Appropriate, Advanced and Accelerated instruction aligned with rapid developing skills and capabilities of gifted students.
 - Research supports effectiveness of intellectual peer grouping
- District GATE Advisory Council
- GATE Curriculum: William and Mary Curriculum for High Ability Students
 - Advanced Content
 - Literary Analysis
 - Socratic Seminar
 - Persuasive Writing
 - Reasoning Model
- GATE Program Options in SCUSD
- Student Placement
- Notification Procedures

Questions & Answers

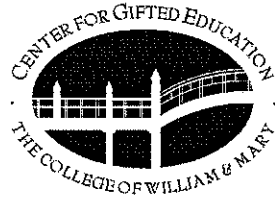
Parent resources for gifted children:

www.cagifted.org
www.sengifted.org
www.NAGC.org
www.giftedbooks.com

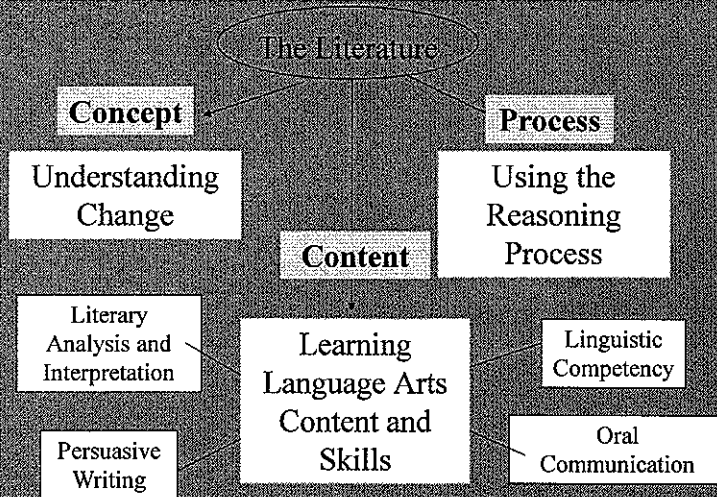
Stephanie Shaughnessy, GATE Coordinator: 643-2348
Julie Howe, District GATE Resource Teacher: 643-9057



*Language Arts Curriculum
for High Ability Learners*
The College of William and Mary



Language Arts Curriculum Framework

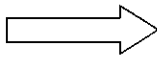


Learner Characteristics and Corresponding Emphases in the Curriculum

THE LEARNER THE CURRICULUM

Precocity

(Advanced development)

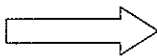


Advanced content at an early age

(Provides opportunities for new learning)

Intensity

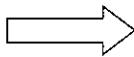
(Capacity to concentrate)



Process/product **depth** considerations (Enhances **engagement** and **creative production**; allows utilization of information in a **generative** way)

Complexity

(Can engage in high level and abstract thinking)



Issues/concepts/themes/ideas across domains of learning (Allows students to make connections across areas of study and to work at a level of deep understanding)

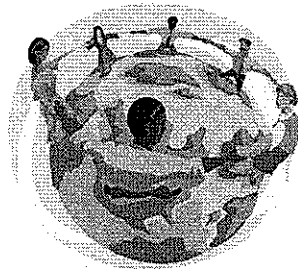
Language Arts Curriculum Goals

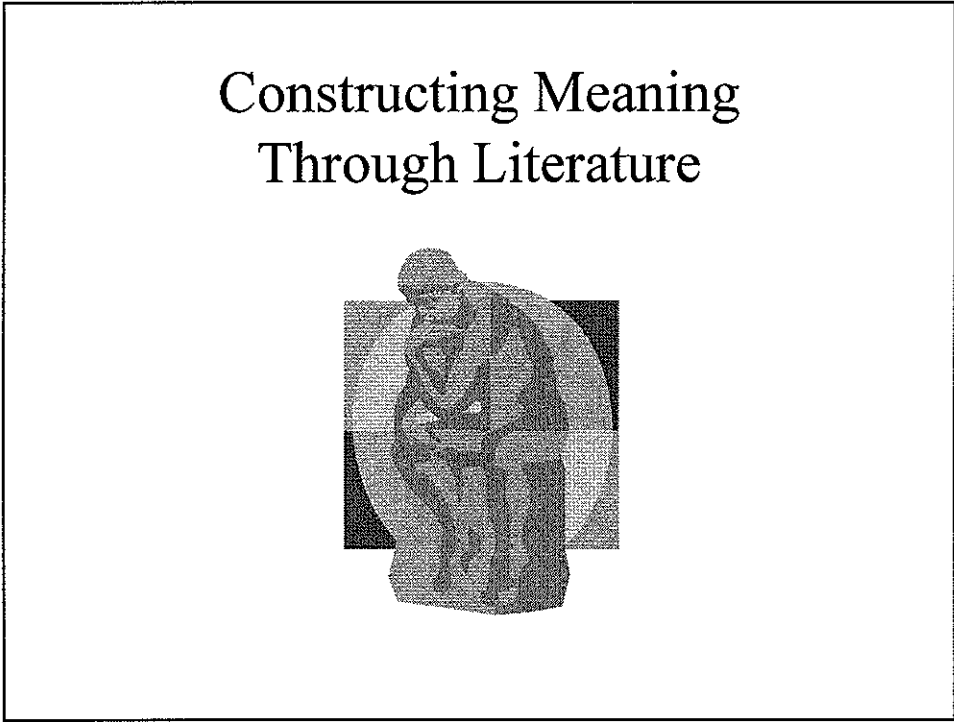
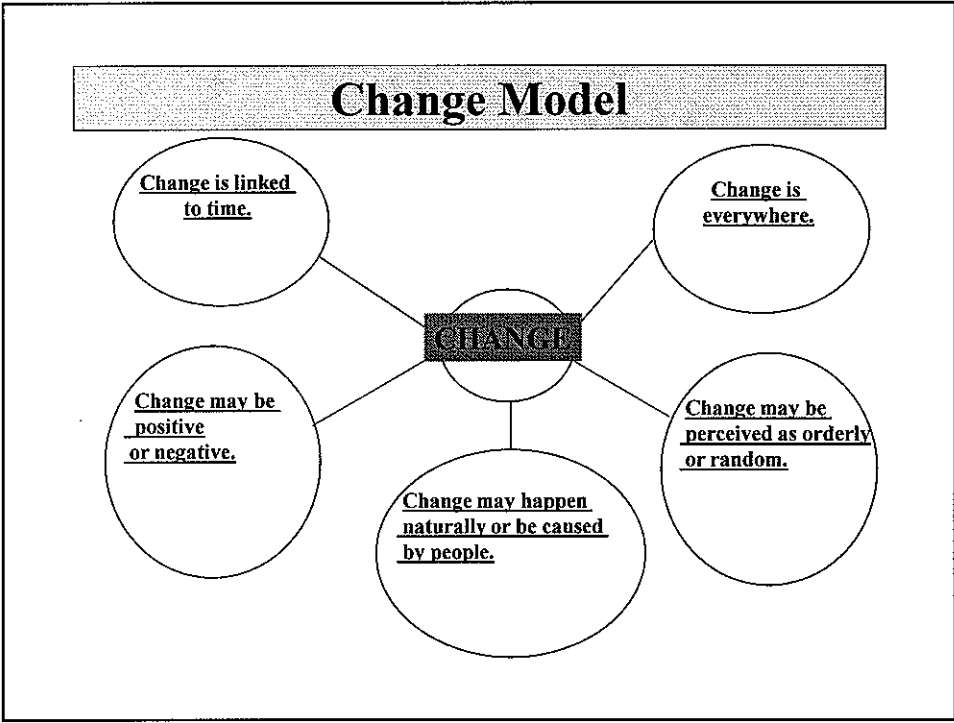
- > To develop **analytical and interpretive skills** in literature
- > To develop **persuasive writing skills**
- > To develop **listening/oral communication skills**
- > To develop **reasoning skills** in LA

Assessment Grading Considerations

- Assessing student growth with **pre- and post-assessments** of literary analysis and interpretation, persuasive writing, and grammar
- **Portfolio** materials (persuasive writing; literary analysis)
- **Research project and oral presentation**
- **Response journal**
- **Homework**

Concept Development



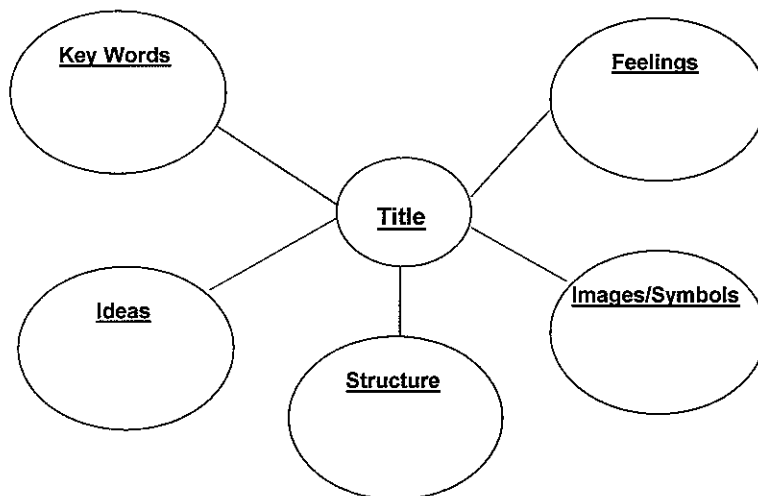


Criteria for Selecting Literature for Gifted Readers

- Rich, varied, precise, **complex**, exciting language
- **Open-ended**, with capacity to inspire contemplative behavior
- Complex, and **challenging**, leading to interpretive and evaluative behaviors
- Help **build problem-solving skills**
- **Role models appropriate** multicultural literature

Baskin & Harris, 1980

Literature Web - Full Form



Building Textual Understanding

Underlying Assumption:
Discourse that promotes Understanding.

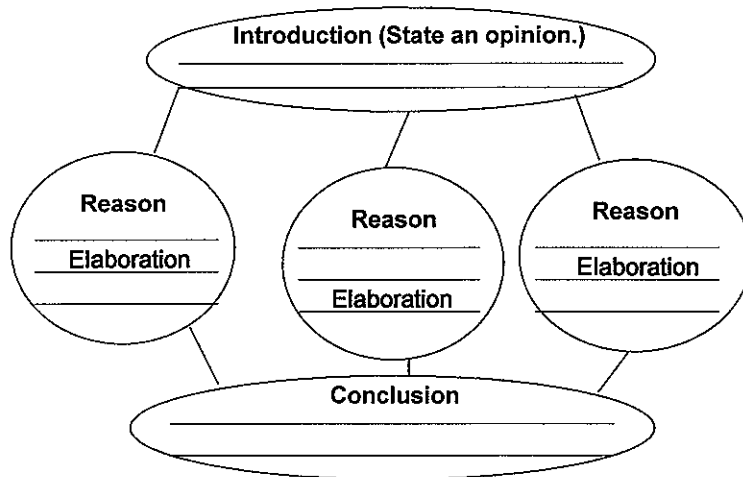
- **Socratic Seminar (discussion model explicitly taught)**
- Re-voicing (repeating student ideas)
- Recapping (**synthesizing**)
- Modeling (**thinking aloud**)
- **Annotating** (providing information)

Beck & McKeown, 1996

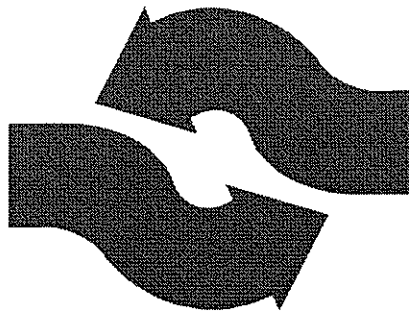
Persuasive Writing



Hamburger Model for Persuasive Writing



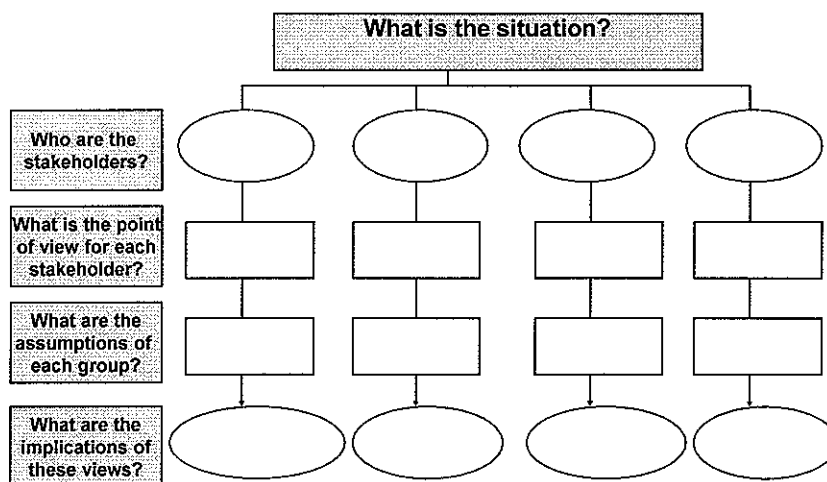
Reasoning



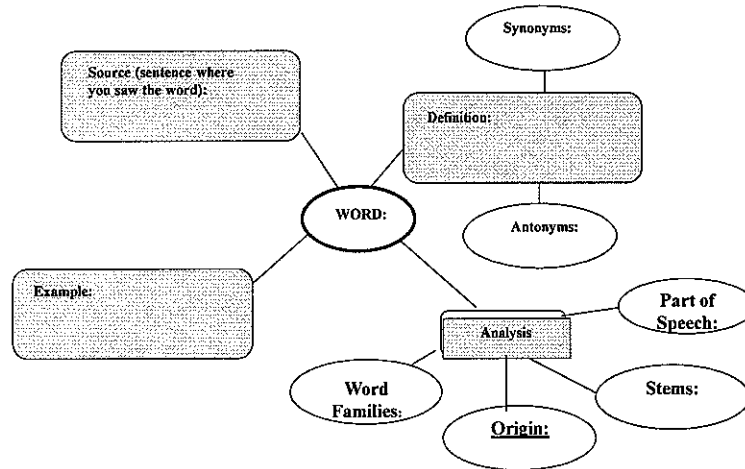
Standards of Reasoning

- Are there *enough* reasons to make a convincing argument?
- Is the evidence *correct or right*?
- Are the reasons *clear*?
- Are *specific* reasons or examples included rather than vague generalizations?
- Are the arguments and reasons *strong and important*?
- Is the thinking *logical*?

Reasoning about a Situation or Event



Vocabulary Web



Recommended Dictionaries

- *American Heritage Dictionary of the English Language* (4th ed.)
- *Merriam-Webster Collegiate Dictionary* (11th ed.)

Help Your Teenager on the Path to College

Free workshop for teens and families

Featuring Keynote Speaker Ben Tucker,
Education Consultant specializing in
college readiness

Learn the Benefits of:

.Taking the PSAT In

In addition to providing practice experience for the SAT, the PSAT gives students personalized feedback on their academic strengths and weaknesses.

.Advanced Placement (AP) Classes

Choosing AP can provide students the opportunity to challenge themselves with college level work, and also possibly earn college credit by passing AP tests.

October 3

6-7:30 pm

**Serna Center
5735 47th Avenue
Sacramento, 95824**

A panel of SCUSD students will share the benefits of taking AP classes, some of the challenges they encountered and how they were able to succeed.



For more information contact:
Stephanie-Shaughnessy@scusd.edu
(916) 643-2348

<http://www.scusd.edu/ap-psat-workshop>

Getting Ready for College: The Importance of Taking Rigorous Courses

“What is ‘Rigor?’”

- More math problems for homework?
- Longer essays?
- Read more and longer books?
- Tests every other day?

Rigor is...

- Math problems which require higher level thinking skills
- Essays which demonstrate the ability for developmental thinking
- Exposure to diverse literature that requires students to analyze and synthesize
- Assessment which requires students to apply concepts learned rather than just recall facts

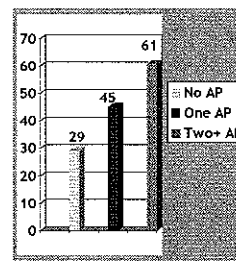
Rigor is...

- A belief system that all students “Can Do” higher order thinking
- A support system to help students bridge the knowledge gap
- Teachers accepting the responsibility to ask more of their students and themselves
- An **AP COURSE**...

“What is ‘AP?’”

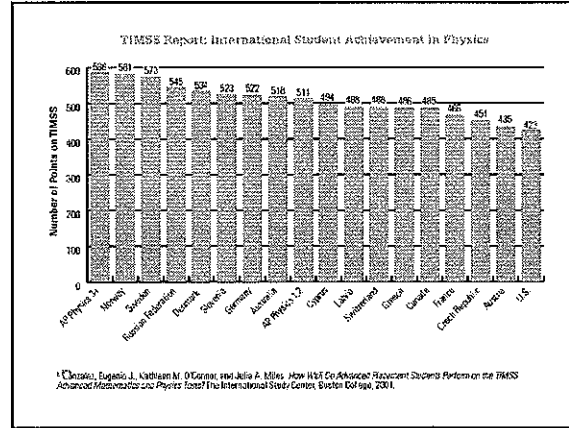
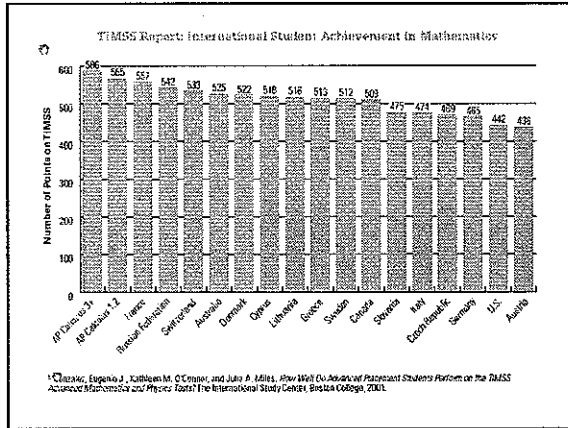
- **AP Courses** are college-level courses that students can take in high school.
- The courses are taught by high-school teachers and provide students with the opportunity to earn college credit while still in high school. More importantly, AP Courses provide students with the experience of working with rigorous, college-level class work.

AP and College



Students who take AP courses and exams are much more likely than their peers to complete a bachelor's degree in four years or less.

Source: Camara, Wayne. (2003). College Persistence, Graduation, and Remediation. *College Board Research Notes (RN-19)*. New York, NY: College Board.



“What AP Courses can I take?”

- There are 34 AP Courses in subjects like Calculus, English, US History, and Spanish.
- The courses that you can take will depend on what is currently being offered at your high school.
- At the end of the AP Course, students typically take an AP Exam, a national exam that gives students the opportunity to earn college credit.

Official AP Course Offerings

Art History	Japanese Language	US History
Biology	German Language	Music Theory
Calculus AB	French Language	Physics B
Calculus BC	Chinese Language	Physics C Mechanics
Statistics	Comp. Government & Politics	Physics C Electricity and Magnetism
Chemistry	U.S. Government & Politics	Italian Language
Computer Science A	Human Geography	Spanish Language
Latin	European History	Spanish Literature
Macroeconomics	Studio Art Drawing	World History
Microeconomics	Studio Art 2D design	Environmental Science
English Language	Studio Art 3D design	Psychology
English Literature		

“Why should I take an AP Course?”

Reason 1:
Gain the Edge in College Preparation

- Get a head start on college-level work.
- Improve your writing skills and sharpen your problem-solving techniques.
- Develop the study habits necessary for tackling rigorous course work.

Impact of AP® on 5-Year College Graduation Rates

Student Group	AP Exam Grade of 3, 4, 5	AP Exam Grade of 1, 2	Took AP course, but not exam
African-American	28% higher	22% higher	16% higher
Hispanic	28% higher	12% higher	10% higher
White	33% higher	22% higher	20% higher
Low-Income	26% higher	17% higher	12% higher
Not Low-Income	34% higher	23% higher	19% higher

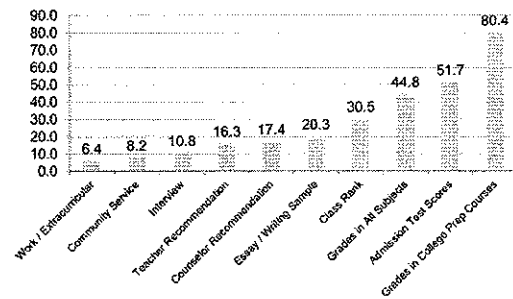
Why should I take an AP Course?

Reason 2:

Stand Out in the College Admissions Process

- Demonstrate your maturity and readiness for college.
- Show your willingness to push yourself to the limit.
- Emphasize your commitment to academic excellence.

Factors Influencing College Admission Decisions



Why should I take an AP Course?

Reason 3:

Broaden Your Intellectual Horizons

- Explore the world from a variety of perspectives, most importantly your own.
- Study subjects in greater depth and detail.
- Assume the responsibility of reasoning, analyzing, and understanding for yourself.

How do I get into an AP Class?

- Talk to your teachers
- AP classes are offered in high school
- Take the **PSAT/NMSQT** in 10th Grade

“What is the PSAT/NMSQT?”

“PSAT/NMSQT” stands for **Preliminary SAT/National Merit Scholarship Qualifying Test**.

It's a standardized test that provides firsthand practice for the SAT.

The PSAT/NMSQT also provides students access with web-based resources to help them *prepare* and *plan* for college.

“What does the PSAT/NMSQT test?”

The PSAT/NMSQT measures:

- critical reading skills
- math problem-solving skills
- writing skills

The PSAT/NMSQT is administered in October of each year.

The next test dates are: **October 17, 2012**

“What’s on the Test?”

The PSAT/NMSQT includes five sections:

- Two 25-minute critical reading sections
- Two 25-minute math sections
- One 30-minute writing skills section

The whole test requires two hours and 10 minutes.

“What do I get after the test?”

After you test,

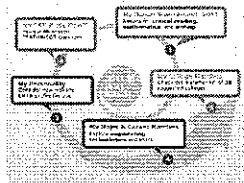
- You will receive a Score Report that tells you your score and what English and Math areas you need to work on;
- You will also get access to **My College QuickStart** – a web-based resource to help improve your skills and plan for college;
- And, based on your scores, your school can use **AP Potential** to help you identify which AP Classes you should take and do well in.

After the Test. My College QuickStart

Students who take the PSAT/NMSQT will receive a personalized *My College QuickStart* until they graduate high school.

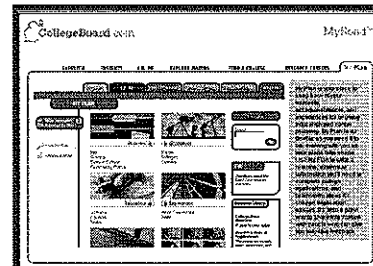
Includes:

- Interactive, Online PSAT/NMSQT score report
- *My SAT Study Plan*
- *My Personality*: to help students understand their own preferences
- Personalized lists of colleges and majors
- College and career planning with MyRoad™



www.collegeboard.com/quickstart

MyRoad Tour



To Review the Benefits of the PSAT/NMSQT

The test provides students:

- the best practice for the SAT Reasoning Test™.
- their personal score report - Score Report Plus
- My College Quickstart
- an opportunity to be contacted by college and universities through Student Search Service
- the entry point for numerous scholarship opportunities.

Questions?

	Title	Date	Sample flyer	Workshop handouts	Estimated Total participated	Estimated Total community
Parents & Community	PE Presentation for PTA at SES	9/24/2013			30+	
	Dr. Ratey	8/21/2013			100+	
	Kit Carson MS Family Fitness Night	11/28/2013			100 +	
	Hollywood Park ES Family Fitness Night	2/14/2013			30	
	Caleb Greenwood Wellness Committee	3/12/2013			5	
	Nicholas Family Fitness Night	3/14/2013			200+	
	Hiram Johnson Family Fitness Night	3/20/2013			250+	
	Maple Family Fitness Night	3/21/2013			200+	
	Sac State Presentation	5/13/2013			11	
	Wellness	Coordinated School Health Committee (CSHC)	9/26/2013			12
Coordinated School Health Committee (CSHC)		10/24/2013			8	
Coordinated School Health Committee (CSHC)		11/28/2013			14	
Nicholas Get Fit Assembly		10/29/2013				10
American Legion School Wellness Council Presentation		11/29/2013			6	
Coordinated School Health Committee (CSHC)		12/12/2013			11	
Hiram Johnson Wellness Council presentation		12/13/2013			1	
Get Fit Rally at Sequoia ES		1/24/2013				10
Coordinated School Health Committee (CSHC)		1/30/2013			13	
Coordinated School Health Committee (CSHC)		2/27/2013			5	
Caleb Greenwood Wellness Committee		3/12/2013			5+	
DAC Executive Board Mtg.		3/14/2013			9	
Coordinated School Health Committee (CSHC)		3/20/2013			5	
P.E. Standards	PECC - PE training	10/20/2012			10+	
	DELAC mtg - re: wellness & PE policy	2/20/2013			30+	
	Wave of Excellence	9/29/2013			100+	



— PHYSICAL EDUCATION —

Resources:

- PE Required Minutes: Elementary 200 minutes every 10 days
 Secondary 400 minutes every 10 days

- Fitnessgram Testing Report - Fall and Spring

- Standards: www.scusd.edu/physical-education
 - PE Standards
 - Grade Level

- PE curriculum EPEC: Exemplary Physical Education Curriculum

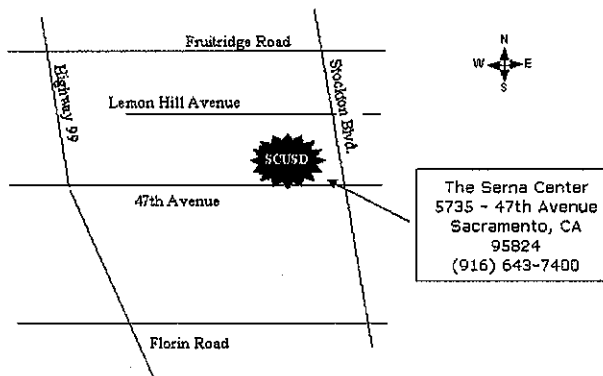
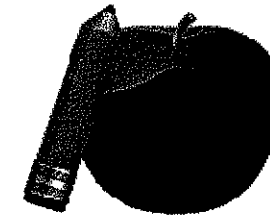
- Brain Breaks: JAMmin' Minute
 - www.healthetips.com (Sign-Up! It's free)

- Next steps
 - Ask your principal: Is the school meeting the minutes requirement?
 - How are they meeting those minutes?
 - Be involved in your school and observe if the minutes are really being met.
 - Ask your child:
 - what they did they learn today in PE?
 - What PE homework do they have today?
 - Practice with your student things they learned at school
 - Take walks after dinner or exercise during commercials together as a family
 - Create a family night in which you all eat together and exercise together
 - Watch "Fit for Life" Videos on the eConnection and Physical Education area of the district website
 - Look at the PE Standards for your child's grade level and help them learn those standards.

- Additional Resource:
 - Heather Deckard, SCUSD Physical Education Coordinator
Email: heather-deckard@scusd.edu
Phone: 916.643.9226

School Year 2012-2013

**SCUSD
Community
Advisory
Committee**



*"The central struggle of parenthood is to let our hopes for our children outweigh our fears."
(Ellen Goodman)*

*"There are two ways of meeting difficulties:
you alter the difficulties or
you alter the way you meet them."
(Phyllis Bottome)*

To receive CAC training information emails register at:

<http://eepurl.com/gDYyb>



[http://
www.facebook.com/
scusdcac](http://www.facebook.com/scusdcac)

CAC

for Special Education

**Sacramento
City Unified
School District**



5735 47th Ave.
Sacramento, CA 95824
Special Education Dept:
916-643-9163
scusdcac.org

Community Advisory Committee (CAC) for Special Education www.scusdcac.org



What is CAC?

The CAC is an advisory group to the Special Education Local Plan Area (SELPA). Sacramento City Unified School District is its own SELPA.

What is Special Education?

Educational programs and practices designed to meet specific education needs for all eligible students and can include special teaching approaches, curriculum modifications, equipment or care within or outside the classroom.

What does CAC do?

CAC provides training to parents, educators & public in Special Education. CAC also, provides input into the development, amendment & review of the local plan for special education & to Special Education Administration.

Who is in CAC?

The CAC is made up of parents, educators, administrators & other public members who are interested in working for students who receive Special Educations services.

How can CAC help you?

The CAC provides the opportunity for members to be part of decisions concerning district Special Education policy. Free trainings regarding issues of concern to families and educators. Attending meetings also gives parents the opportunity to meet other parents of children with special needs.

CAC Trainings & Meetings held at
SCUSD School District Offices
“Serna Building”
5735 47th Ave., Sacramento, CA

Trainings: 6:30 to 8:00pm

Dates, times & topics subject to change

CAC General Meetings: 6:30 to 8:00pm

4th Tuesdays monthly

(ex Nov, Dec & summer)

Everyone is welcome & encouraged to attend.

Sacramento City Unified School District

Jonathan Raymond, Superintendent

Becky Bryant, Director of Special Education/

SCUSD SELPA

916-643-9163

Linda Kawahara-Matsuo, Supervisor

916-643-9122

Cyndi Swindle, Supervisor

916-643-9116

CAC Contacts

www.scusdcac.org cac@scusdcac.org

Richard Reed, Chair

firerep1@aol.com


“Espí” Chris Espinoza, Vice Chair

espi@deived.com

Angie Sutherland, Secretary


angiesutherland2@yahoo.com

DATE	TOPIC
9/25/12	Meet & Greet w/ the Special Education Dept and Resource Fair (recreational, social, educational, etc)
10/16/12	Behavior Management Strategies
10/20/12	IEP training with Area Board 3 Training Sat., 9am-3pm @ the Serna Center. Bring your own lunch.
11/27/12	Fostering Social Skills with breakout groups for elementary & middle/high school
1/15/13	Teaching Students to Think (comprehension, organization, planning and writing)
2/19/13	Modifications & Accommodations
3/19/13	OT and Sensory Strategies
4/02/13	Building Speech and Language Skills
5/2013	Above and Beyond recognition to be given at School Board Meeting.
5/21/13	SSI/SDI Benefits
6/11/13	Celebrate Ability
TBA	Annual Parent Conference held at the Sacto County Office of Education. Pre-register is required. Call


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Sacramento City Unified School District
Special Education Department


Jeri Chase-DuCray , Tami Fien & Lisa Friend
January 15, 2013

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- Brain-based skills required for humans to effectively execute, or perform, tasks and solve problems

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- Response inhibition
- Working Memory
- Emotional Control
- Flexibility
- Sustained attention
- Task initiation
- Planning/prioritization
- Organization
- Time Management
- Goal-directed persistence
- Metacognition

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Putting Children First


- Most individuals have an array of executive strengths as well as executive weaknesses.
- The main reason for identifying areas of executive skill weakness is to be able set up interventions to address these weaknesses.

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- The ability to think before you act. To resist the urge to say or do something before you think.
- Some children will think about the consequences before they do something, others just act.
- Involves doing (behavior)

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Putting Children First


- This is the ability to hold information in memory while performing complex tasks, you can draw on past learning to apply to the task at hand, or project into the future.
- Such as being able to keep track of belongings, i.e. coats, books, sports equipment, backpack or remembering what they need to do.
- Involves thinking(cognition)

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Putting Children First


- The ability to manage emotions to achieve goals, tasks or control behavior.
- Staying cool when irritated or stressed out. Taking unexpected events in stride. Some children have a short fuse and get easily frustrated by little things or get stressed out if things don't go right.
- Involves doing (behavior)

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Putting Children First


- The ability to change plans in the face of obstacles, setbacks, new information or mistakes.
- Some children can go with the flow and adjust to change easily. Others get upset if something does not go how they planned it to go.
- Involves doing (emotional)

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- The ability to stay focused on a situation or task in spite of distractibility, fatigue or boredom.
- Some children are able to complete homework or chores without having to be directed by their parents. Other children may start but don't finish without constant redirection.
- Involves doing (behavior)

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Putting Children First


- The ability to initiate tasks without undue procrastination in an efficient and timely manner.
- Some children can stop playtime to do their homework or chores while other children have a hard time pulling away from fun things to do their work.
- Involves doing (behavior)

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Putting Children First


- The ability to create a road map to reach a goal or complete a task. The ability to decide what is important and what isn't.
- Some kids can figure out how to start a project or ways to save money. Other children don't know where to start or how to make a plan.
- Involves thinking (cognition)

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Putting Children First


- The ability to create and maintain systems to keep track of information or materials.
- Some children can keep notebooks, backpacks and rooms organized so they can find things easily when they need them. Others can't find anything and their backpacks and rooms may be a mess.
- Involves thinking (cognition)

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Putting Children First


- The ability to determine how much time one has to do a task and then allocate the task accordingly staying within the time lines and deadlines. This also involves a sense of what is important to get done.
- Some children are always on time for school and finish their homework in the time given. Other children are chronically late and scrambling to meet a deadline. They seem to always be running out of time.
- Involves thinking (cognition)

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- The ability to have a goal, follow through to the completion of the goal and not be distracted by competing interests.
- Some children will willingly set aside fun stuff to achieve a long term goal or find a way around obstacles. Other kid's give up working on a goal when something else beckons or blocks them.
- Involves doing (behavior)

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Putting Children First


- The ability to stand back and take a birds eye view of yourself in a situation, to observe how you problem solve. Such as asking oneself, "How am I doing? Or How did I do?"
- Some children are good at sensing how others are reacting to their behaviors and ideas. Other children focus more on getting their point across and may not pick up on the feedback they are getting from others.
- Involves thinking (cognition)

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Putting Children First


- Teach the skill rather than expecting them to learn it through observation.
- Consider their developmental level.
- Move from external to internal. Eventually a child will look to cross the street without being told, because you have told them many times.
- Remember that external includes changing the environment, such as limiting the space they have to play in.

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- When a child exhibits the need to master and control, use this to your advantage such as giving 2 choices or negotiate.
- Modify tasks to match their performance level.
- Use incentives to augment instruction

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- Provide just enough support to foster success.
- Support and supervise until they achieve success.
- Fade support, supervision and incentives gradually.
- Periodically check in to make sure that they are still able to manage.

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- Identify the problem behavior you want to work on.
- Set a goal.
- Establish a way to show progress.
- Create a plan for achieving the goal.
- Document the progress.
- Decide on a trial period
- Get the plan up an running
- Review the plan and revise as needed

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- Antecedent-what are the circumstances happening just before the behavior occurred. Physical or social environment. Interactions with the child.
- Behavior- teaching the skill directly, if they melt down doing the puzzle begin prompting them to success by suggesting where the puzzle piece might go.
- Consequence of establishing antecedent's and supporting behavior is a child who is motivated to learn and will use these skills.

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- Addresses organization, task initiation, sustained attention and working memory.
- Making decisions with your child in order to teach them the process of putting belongings away.
- Fading supervision.
- Make modifications and adjustments as needed.

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Sports equipment				
Outerwear (jackets, gloves)				
Other Clothing				
Shoes				
Homework				
Backpack				

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<i>The Night Before</i>	
Put all homework in backpack	
Put other things in backpack (gym clothes, permission slips, etc.)	
Get clothes ready for tomorrow	
Set alarm	
Lights off by 10:00	
<i>In the Morning</i>	
Get out of bed after no more than one "snooze alarm"	
Take a shower	
Get dressed	
Eat breakfast	
Brush teeth	
Ready for school by 7:30	

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Putting Children First
- Addresses organization and task initiation.
 - Make a plan with your child (color coded system, materials, labeling items.)
 - Fade the supervision, periodic checks.
 - Modifications or adjustments (how could this work better for you).

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Place for unfinished homework		
Place for completed assignments		
Place to keep materials for later filing		
Notebook or binder(s) for each subject		
Other things you might need:		
1.		
2.		
3.		
4.		

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Clean out "to be filed" folder					
Go through notebooks and books for other loose paper and file them.					
Do homework					
Place all assignment(both finished and unfinished) in appropriate places					

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- Addresses emotional control, response inhibition and flexibility.
- Make a list with your child of all the things that make him/her loose their temper (triggers).
- Talk about what losing your temper looks like, discuss and practice.
- Make a list of things the child can do instead of the can't do behaviors you've selected.
- Put these on a 'Hard Times Board". See example.




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- Practice: Have the child when they are upset over a specific situation....“Lets pretend you are upset because Billy said he was coming over but now he can't. What strategy do you want to use?”
- After practicing for a couple of weeks, start using the process “for real”, but initially use only for minor irritants.

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- After using it successfully with minor irritants, move on to the more challenging triggers.
- Connect the process to a reward. Use two levels of rewards. A big reward for never getting to the point where the “Hard Times Board” is never needed and a small reward for successfully using a strategy on the “Hard Times Board” to deal with a trigger situations.
- Modify and adjust as needed.

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	Triggers: What makes me mad: 1. 2. 3.
	Can't Dos 1. 2. 3.
	When I'm Having a Hard Time, I Can: 1. 2. 3.

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Triggers: What makes me mad

1. *Sister borrowing my things without permission*
2. *Sister making comments to try to get me to react*

Can't Dos:

1. *Yell at sister*
2. *Use ugly language*

Coping Strategies:

1. *Count to 50 before responding*
2. *Fill out a "complaint form"*
3. *Go for a walk around the block*

Successes : (one slash mark for each time I use the coping strategy successfully)

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- **Step 1: Establish Behavioral Goal**
Objective: *Jack will begin two chores after an agreed-on elapsed time with one cue*
- **Step 2: Design Intervention**
What environmental supports will be provided to help reach the target goal?
Jack will have a timer available to signal when to begin; Parents will provide a cue to set timer.

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What specific skill will be taught, who will teach the skill and what procedure will be used to teach it?

Skill: *Task initiation on chores*

Who will teach the skill? *Parents*

Procedure:

Parents and Jack select the chores to practice the skill; Jack selects the start times for the chores; Jack chooses and parents buy a timer to signal the start time; Before each chore, his parents present the timer as a cue to set the time; Jack monitors the time, and when the timer signal occurs, he begins the task; If the chore is not started within two minutes of the timer signal, Jack stops any other activity until the chore is complete

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- What incentives will be used to help motivate the child to use/practice the skill?
*Parent nagging is eliminated.
Jack can earn a "free pass" for each 5 days of on-time task initiation.*


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What executive functioning skills do you think are involved in the following:

- Driving (driver education, driving, access to cars, purchase, maintenance all require executive functioning skills)
- Money Management (earning and using money, budgeting, shopping)
- Appointments
- Chores

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- Request a conference / team meeting (not necessarily an IEP)
- Identify the executive functioning skills the student is struggling with both at home and at school
- Discuss how school goals can be implemented to help strengthen skills being worked on at home
- *Sample goals (handout)*

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- Smart but Scattered by Peg Dawson, EdD, and Richard Guare, PhD
- Smart but Scattered Teens by Richard Guare, PhD, Peg Dawson, EdD, and Colin Guare
- Promoting Executive Function in the Classroom by Lynn Meltzer



CAC Training Evaluation Form

Training Topic: Executive Functions

Date: 11/17/12

I am a: Parent/Caregiver Teacher/Aide Other

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training met my expectations.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to apply the knowledge learned.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was organized and easy to follow	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials distributed were useful	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate time was provided for questions and discussion	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What aspects of the training could be improved?

Other trainings would be of interest to you?

How do you rate the training overall?


Excellent Good Average Poor Very poor

How you heard about the CAC?

Other comments? Childrens receiving home

Sacramento City Unified School District
Putting Children First

**FAMILY
AND
COMMUNITY
ENGAGEMENT
OFFICE**



Presented by
Kara A. Pines, Child Family and Community Engagement Officer
and
FACE Department Supervisor

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- ❖ Welcome and Introductions
- ❖ SCUSD Board Policy and 2010-2014 Strategic Plan Pillar II
- ❖ Purpose of FACE Office
- ❖ FACE Office Department Overview
- ❖ Questions

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- ❖ Board Policy (BP) 6020
- ❖ Pillar II of the SCUSD Strategic Plan
 - Develop meaningful opportunities that will empower parents to participate in their children's education
 - Ensure that every school will become an integral hub of community life to provide open space and access to resources
 - Increase strategic partnerships that expose students to career pathways through internships and service learning

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- ◆ Serve as the family and community engagement leader for the district
- ◆ Create strong academic support systems and school-family partnerships
- ◆ Foster success for all students by building relationships based on school-family mutual trust and two-way communication
- ◆ Administer the implementation of the annual strategic plan for parents in accordance with the district strategic plan


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- ◆ ISS
- ◆ Health Services
- ◆ Matriculation and Orientation Center
- ◆ Get Fit Program
- ◆ Men's Leadership Academy (MLA)
- ◆ Physical Education
- ◆ Youth Development
- ◆ Parent Resource and Training

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The Connect Center

- ◆ A centralized youth and family resource center that serves as a "gateway" to critical support services for students and families in our school district
- ◆ A central hub designed to increase coordination of services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students



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Youth and Family Resource Centers

- ◆ Provide support to students who are struggling socially, emotionally, behaviorally and/or academically
- ◆ Social workers, family advocates, interns and community partners work directly with identified students and parents to address issues that are of concern to them, drawing on other resources for additional support

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The Homeless Services Program

- ◆ Supports the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities
- ◆ Specific services:
 - School enrollment and attendance
 - Special school programs
 - Records retrieval
 - School and hygiene supplies
 - Uniform and clothing referrals
 - Health/immunizations
 - Housing and community agency referrals
 - Emergency transportation assistance.



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Mental Health Services

- ◆ Mental health services are available to students experiencing social or emotional difficulties that impact their health and school success
- ◆ Staff provide services directly to students and families and work with a wide array of community mental health providers

Sacramento City Unified School District
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Section 504 Accommodations

- ◆ Provides district oversight of Section 504 Accommodations, an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met

Sacramento City Unified School District
Putting Children First

Bullying Prevention

- ◆ A program focused on reducing bullying and harassment of students district-wide
- ◆ Designed to address the issue of bullying systemically and follows the district's strategic plan on bullying prevention
- ◆ Helps to ensure a caring and nondiscriminatory learning environment for all students



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LGBTQ Student Support Services

- ◆ Provides support services, staff training and policy development to help create safe and welcoming schools for LGBTQ students and their families
- ◆ LGBTQ Task Force, a group of school and community leaders has been meeting monthly for over 8 years to address these needs

Sacramento City Unified School District
Putting Children First

Health Insurance Enrollment, Access and Advocacy

- ◆ Works closely with community health service providers and the district's health services department to facilitate increased student and family access to health care
- ◆ Health access focus areas include health insurance enrollment and advocacy, as well as the development of school-based health centers



Sacramento City Unified School District
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A team of credentialed school nurses, health aides and health clerks

- ◆ Provides training to SCUSD
- ◆ TB screening and immunization clinics, surveillance
- ◆ Health care plans for students with complex medical needs
- ◆ Direct care to those students
- ◆ Hearing and vision screening
- ◆ Assessments for special education students
- ◆ Links families to health services
- ◆ Interdepartmental collaborations
- ◆ Community partnering


Sacramento City Unified School District
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Registration Services

- Help parents complete paperwork to register English Learner students
- Enter student information into Zangle
- Provide support for bi-lingual families
- Provide information to schools for appropriate E student placement

CELDT Services

- Administer and score Initial CELDT to all entering EL Kindergarten and new students to California schools



Sacramento City Unified School District
Putting Children First

◆ **Other Support Services For Parents**

- ◆ Verify Immunization Records and refer to SCUUSD Immunization if needed
- ◆ Provide educational information
- ◆ Translate foreign transcripts for high school students

◆ **Translation Services**

- ◆ Written and Oral translation support in Spanish, Hmong, Chinese, Russian and Vietnamese


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Putting Children First

What is it?

- ◆ Fitness Program to encourage students to participate in Physical Education
- ◆ Sponsored by Kings and California Endowment

Three Selected Schools

- ◆ Miriam Johnson
- ◆ Will C. Wood
- ◆ Nicholas




Sacramento City Unified School District
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Tier 2 Program requirements for all interested schools

- ◆ Meet California Mandated PE Minutes
 - 200 every 10 days Elementary
 - 400 every 20 days Middle
- ◆ Join Alliance for a Healthier Generation
- ◆ Conduct a Family Fitness night at the school
- ◆ Proper use of Exemplary Physical Education Curriculum (EPEC)

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- Class offered at selected schools to help increase graduation rates of male students of color
- Offered at Four schools in 2012/2013 year
 - American Legion High School
 - Kennedy High School
 - McClatchy High School
 - Sutter Middle School



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Program Goals

- Connect participants to academic and career resources and opportunities.
- Empower students to engage positively and constructively with peers and adults.
- Instill a commitment to service through school and community action.
- Create a seamless web of support services around at risk young men.


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What's Required?

- Elementary: 1-6th grade 200 minutes every 10 days
- Secondary: 6-12th grade 400 minutes every 10 days
- Fitness Testing: 3-12th grade Baseline by Oct. 30 and Post test by May 1

What's Happening?

- Every school now has a research, standards based Physical Education Curriculum available to every teacher (EPEC)
- Supports given to teach PE standards
- Schools encouraged to do Brain Breaks with a JAMmin Minute



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What's Happening?

- ◆ 1st Annual PE Fundraiser
"Celebrity Walter Dinner" March 15
- ◆ Fit for Life Videos on eConnection
- ◆ Support school sites with their Physical Education Programs
- ◆ Wellness Policy

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Youth Engagement

- ◆ Out-of-school time
 - After School at 65 sites/with supper
 - Before School
 - Summer Matters
 - Family Literacy
- ◆ Mentoring & Social Emotional Learning
- ◆ Youth voice and action
- ◆ Culture and Climate
- ◆ Prevention & Intervention (tobacco, alcohol & other drugs)
- ◆ Bullying and Violence Prevention (including gang prevention)
- ◆ Service Learning, media and youth development
- ◆ Ethnic and Cultural Opportunities
 - American Indian Education
 - Ethnic Leadership Conferences




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Foster Youth Services

- ◆ Enrollment and placement support
- ◆ Counseling and Case Management
- ◆ Tutoring
- ◆ Transitioning/Emancipation Support


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- ◆ Professional Development
- ◆ Student & Family Engagement
- ◆ Sexually Exploited Children and Teens (SECT)
- ◆ Boys & Men of Color



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- ◆ Provide training, information and technical assistance to support all SCUSD schools in the creation of effective school-family partnerships
- ◆ Facilitate the design and implementation of Parent Resource Centers
- ◆ Provide parent leadership development programs and conferences
- ◆ Conduct capacity-building workshops for parents, such as the Parents As Partners in Schools series; Project Lean; CalWorks To College ; MALDEF Training for Trainers and Zangle
- ◆ Oversight of SCUSD Volunteer procedures and trainings




Sacramento City Unified School District
 Putting Children First

- ◆ Implementation of Welcoming Schools Certification Program
- ◆ Leadership Academy
- ◆ Parent Information Exchange (PIE)
- ◆ Coordination of the District Advisory Council (DAC) and support and training to the SCUSD School Site Councils (SSC)
- ◆ Support to additional SCUSD Advisory Councils such as DELACAC; Indian Education; GATE and Sacramento Council of PTAs

Sacramento City Unified School District
Putting Children First

- ◆ Give parents and families a sense of ownership by including them as stakeholders in the program and space design and implementation.
- ◆ Serve as a setting for parents and families, school staff and community partners to develop ongoing relationships.
- ◆ Are identified with the community as a site for trainings, workshops and activities that help students and their families succeed academically, socially and emotionally.



Sacramento City Unified School District
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CURRENT PARENT RESOURCE CENTER SITES

Alice Birney Elementary	Hollywood Park Elementary
Bret Harts Elementary	Isidor Cohen Elementary
C.B. Wire Elementary	Joseph Bonheim Elementary
California Middle School	James Marshall Elementary
Carmelia Basic	John Still K-8
Edward Kemble Elementary	John Cabrillo Elementary
Elder Creek Elementary	John F. Kennedy H.S.
Ethel L. Baker	John Sloat Basic
Ethel Phillips Elementary	Luther Burbank H.S.
Fern Bacon Middle School	Leonardo da Vinci K-8
Frustridge Elementary	Maple Elementary
H.W. Harkness Elementary	Mark Hopkins Elementary
Arthur Benjamin Health Professions	Nicholas Elementary
Hiram Johnson High School	Oak Ridge Elementary


Sacramento City Unified School District
Putting Children First

CURRENT PARENT RESOURCE CENTER SITES

Pacific Elementary	Sutterville Elementary
Parkway Elementary	Tahoe Elementary
Peter Burnett Elementary	Washington Elementary
Rosa Parks Middle School	Will C. Wood Middle School
Susan B. Anthony Elementary	William Land Elementary
	Woodbine Elementary

Sacramento City Unified School District
Putting Children First

- ◆ Monthly luncheon meetings that bring together key representatives from SCUSD school parent groups, staff, community organizations, city and county agencies and business partners to discuss their programs and services for students and their families
- ◆ Designed to create ever-growing partnerships with resources that will support the educational, health and emotional development of our students




Sacramento City Unified School District
Putting Children First

Who Should Attend?

- ◆ Parents
- ◆ Community Members
- ◆ School Staff

Purpose of Training

- ◆ Gain greater skills in leadership
- ◆ Deepen understanding of issues, policies and functions in K-12 education



Sacramento City Unified School District
Putting Children First


Module I: School System and Structure
 Session 1 - Navigating the School System
 Session 2 - Program Improvement
 Session 3 - School Accountability and Test Scores

Module II: Cultural Proficiency
 Session 4 - Defining Cultural Proficiency
 Session 5 - Diversity and Multiculturalism
 Session 6 - Race and Ethnicity

Module III: Advocacy and Influence
 Session 7 - Parents as Leaders
 Session 8 - Parent Rights and Advocacy
 Session 9 - Group Presentations

Sacramento City Unified School District
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- ◆ Promotes family engagement practices by ensuring that all schools have a family friendly environment
- ◆ Stimulates partnerships between community organizations and schools
- ◆ Validates families as partners and assists in establishing an understanding that families are an integral part of the school and district decision-making process



Sacramento City Unified School District
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- ◆ PTHVP was started in Sacramento and has partnered with SCUSD since 1998.
- ◆ Currently the project is in 42 Title I school sites and active in 14 states.
- ◆ Research on PTHVP has shown with increased communication, trust and support between families and teachers via home visits results have shown the following:
 - Increased student attendance rates.
 - Increased student test scores.
 - Decreased suspension and expulsion rates.
 - Decreased vandalism at school site.
- ◆ Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing.

Contact Lisa Levasseur @ lisa-levasseur@scusd.edu w/ questions or concerns.



Sacramento City Unified School District
Putting Children First

QUESTIONS



Sacramento City Unified School District
CHILD DEVELOPMENT DEPARTMENT

Budgeting Your Personal Finances

Thursday, April 11, 2013

11:00 AM – 1:00 PM

AGENDA

Welcome and Introduction

Shelagh Ferguson

Lunch

Budgeting 101 for Your Personal Finances

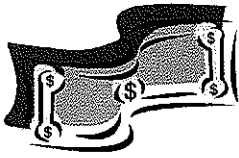
Charlene Fitzpatrick

Question & Answer Time

Charlene Fitzpatrick

HANDOUTS:
Personal Budget Worksheet
Ten Budget Tips
Weekly Spending Record





Personal Budget Worksheet



Month/Year _____

INCOME:

Monthly Amount

Salary	
Other	

TOTAL INCOME: _____

EXPENSES:

Monthly Amount

Household:	
Rent/Mortgage	
Child Care	
Food	
Electricity	
Gas	
Water	
Phone	
Cell Phone	
Garbage/Sewer	
Cable/Dish/Internet	
Supplies - Home	
Supplies - Personal	
Transportation:	
Auto Loan	
Insurance/Registration	
Gas/Repairs	
Public Transportation	
Insurance/Loans:	
Homeowners/Renters	
Medical/Dental/Life	
Credit Card	
School/Education	
Personal/Miscellaneous:	
Clothing/Shoes	
Haircuts	
Pets - Food/Supplies/Vets	
Laundry/Dry Cleaners	
Gifts - Birthday/Christmas	
Entertainment	
Savings:	

TOTAL EXPENSES: _____

WEEKLY SPENDING RECORD

Week of: _____

Category / Item	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Totals
TOTALS:								

Week of: _____

Category / Item	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Totals
TOTALS:								



Ten Budget Tips



1. Focus on savings.

How much can you save? Set up direct deposit or make a transfer to a savings account a priority.

2. Use cash.

Withdraw cash for one week and use it for discretionary spending. You will spend less than if you use credit cards.

3. Cut bad habits, i.e., alcohol, eating out too often, fast food, impulse spending.

Instead save money for a healthy treat or a vacation. Health care expenses will be less too.

4. Share the responsibility.

Get the family involved and on board. Agree on saving for a fun activity or a reward for the family to enjoy.

5. Pay down debt on credit cards.

Pay off higher interest cards first and pay more than the minimum amount whenever possible.

6. Keep receipts.

Record or log expenses and review where you spend your money. You are less likely to overspend when paying attention to where the money is going.

7. Balance your checkbook.

Know where you are in regard to your balance. This will reduce mistakes that could lead to "Non-sufficient funds" and overdraft charges.

8. Periodically analyze or review your spending.

Where can you make changes or cuts? Consider carpooling, packing your lunch, renting a movie instead of going to the theater.

9. Don't use savings unless it is an emergency.

Set up a CD account for better interest. Credit unions usually offer better interest rates.

10. Be flexible.

Things change and life is unpredictable. Get back on track as soon as you can.





Personal Finance Workshop

April 11, 2013

11:00 pm-1:00 pm

Facilitators: Shelagh Ferguson & Charlene Fitzpatrick

Please rate the usefulness of the overall content. Your input helps to improve future presentations.

1. Please rate the overall content presented at training:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

2. Introduction & welcome:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

3. Overview of training:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

4. Materials:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

5. Trainer's knowledge

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

6. Length of training:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

7. Please rate how well the trainer fulfilled their goal of providing you with the knowledge and tools needed to address personal finances.

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

8. Please provide additional suggestions and feedback:

More workshop



Personal Finance Workshop

April 11, 2013

11:00 pm-1:00 pm

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1. Please rate the overall content presented at training:

No opinion	Poor	Fair	Good	Great	Excellent
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2. Introduction & welcome:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

3. Overview of training:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

4. Materials:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5. Trainer's knowledge

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

6. Length of training:

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

7. Please rate how well the trainer fulfilled their goal of providing you with the knowledge and tools needed to address personal finances.

No opinion	Poor	Fair	Good	Great	Excellent
0	1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

8. Please provide additional suggestions and feedback:

you should do more workshops like this if
was excellent

**Sacramento City Unified School District
Parent Group Matrix
2012-2013 School Year**

School	Facil.	PTA or PTSA	PTO / PTSO Other	None	Comments
A. M. Winn	AR	X			
Abraham Lincoln	AR	X			
Albert Einstein	AR	X			
Alice Birney	AR		X		
Bowling Green, Chacon	NC	X			
Bowling Green, McCoy	CM			X	
Bret Harte	CM	X			
C. K. McClatchy	CM	X			
Caleb Greenwood	AR		X		
California	CM	X			
Camellia	AR	X			
Capital City	NC			X	
Caroline Wenzel	CM	X			
Cesar Chavez	NC			X	
Clayton B. Wire	NC	X			
Collis P. Huntington	CM	X			
Crocker/Riverside	CM	X			
David Lubin	AR		X		
Earl Warren	AR	X			
Edward Kemble	NC			X	
Elder Creek	AR			X	
Ethel I. Baker	AR			X	
Ethel Phillips	CM	X			
Father Keith B. Kenny	NC			X	
Fern Bacon	NC			X	Monthly Bulldog Café
Fruit Ridge	NC			X	
G. W. Carver	AR		X		
Genevieve Didion	CM	X			
Golden Empire	AR		X		
H. W. Harkness	CM		X		
Health Professions	NC			X	
Hiram Johnson	NC			X	Monthly Warrior Café
Hollywood Park	CM		X		
Hubert Bancroft	AR	X			
Isador Cohen	AR		X		
James Marshall	AR		X		
Leataata Floyd	NC	X			
John Bidwell	CM		X		
John Cabrillo	CM	X			
John D. Sloat	CM			X	
John F. Kennedy	CM	X			
John H. Still K-8	CM	X			
John Morse	AR			X	

**Sacramento City Unified School District
Parent Group Matrix
2012-2013 School Year**

School	Facil.	PTA or PTSA	PTO / PTSO Other	None	Comments
Joseph Bonnheim	AR	X			
Kit Carson	AR			X	
Leonardo daVinci	AR		X		
Luther Burbank	AR			X	
Maple	NC		X		
Mark Hopkins	CM			X	Parent Group Pending
Mark Twain	NC	X			
Martin Luther King Jr.	CM	X			
Matsuyama	CM	X			
New Technology	CM	X			
Nicholas	NC		X		
O. W. Erlewine	AR	X			
Oak Ridge	NC			X	Parent Group Pending
Pacific	NC			X	
Parkway	NC			X	
Peter Burnett	AR	X			
Phoebe Hearst	AR		X		
Pony Express	CM	X			
Rosa Parks	NC	X			
Rosemont	AR	X			
Sac. Accelerated Academy	NC			X	
Sam Brannan	CM	X			
SES	CM	X			
Sequoia	AR	X			
Success Academy	NC			X	
Susan B. Anthony	CM		X		
Sutter	AR		X		
Sutterville	CM	X			
Tahoe	AR	X			
The Met	AR			X	
Theodore Judah	AR	X			
Washington	CM	X			
West Campus	NC		X		
Will C. Wood	NC			X	
William Land	CM	X			
Woodbine	CM	X			
TOTAL		44	19	31	

Sacramento Council PTA General Association Meeting
School of Engineering and Sciences
Monday ~ September 24, 2012 6:00 - 8:00 p.m.

A G E N D A

Pledge of Allegiance

Welcome & Introduction of 2012-13 Executive Board & Roll Call

Lily Williams

Approval of Minutes - March 15 Meeting

Mary Clark

- Approval of 2012-13 Calendar
- Adoption of 2011-112 Audit Report
- Approval of 2012-13 Budget & Programs

Financial Reports

- Treasurer's Reports
- Financial Secretary's Report

Angela Lovest
Cathy Morrison

Chairmen's Reports

- "Reflections" Chair
- Clothes Closet/Community Concerns
- SACS

Maria Rodriguez
Angela Lovest
Maria Haro-Sullivan

Officer's Report

- Parliamentarian
- Vice President Leadership Report
- Vice President Communications/Legislation Report
 - Vote to approve support of Measures Q & R
- President's Report

Leslie Goodbody
Terrence Gladney

Curry Mayer
Lily Williams

- Honor Community Member Leataata Floyd - History of service to community that led to naming elementary school in her honor
Mrs. Leataata Floyd & Billy Aydlett

Presentation: Office of Family and Community Engagement - 7:00 pm

Questions and Announcements from PTA Units

Adjournment – 8:00 pm.

Special thanks to "Freedom Farms" and "Game Truck Party"

Sacramento City Unified School District 2012-2013 SSC Parent Membership

Schools	Principals	Teachers	Other Staff	Parent Community member	Secondary Student	Total Members	Percent of Participation
A.B. Health Professions	1	5	3	3	4	16	44%
A.M. Winn	1	3		3		7	43%
Abraham Lincoln	1	4		5		10	50%
Albert Einstein	1	4	4			9	0%
Alice Birney Wardorf	1	3	2	5		11	45%
American Legion	1	2	4	3	3	13	46%
Bowling Green Chacon/McCoy	2	8	1	10		21	48%
Bret Harte	1	4	1	6		12	50%
C.K. McClatchy	1	4	2	6	2	15	53%
Caleb Greenwood	1	4	1	5		11	45%
California	1	3	1	5		10	50%
Camellia Basic	1	3	1	5		10	50%
Capital City/Ind. Study	1	3	1	3	1	9	44%
Caroline Wenzel	1	3	1	5		10	50%
Cesar Chavez	1	2	1	4		8	50%
Clayton B. Wire	1	4		5		10	50%
Collis P. Huntington	1	3	1	5		10	50%
Crocker/Riverside	1	4	1	5		11	45%
David Lubin	1	3	1	5		10	50%
Earl Warren	1	3	1	5		10	50%
Edward Kemble	1	4	2	7		14	50%
Elder Creek	1	5	2	9		17	53%
Ethel I. Baker	1	3	1	5		10	50%
Ethel Phillips	1	3	1	6		11	55%
Fern Bacon	1	4	1	3	3	12	50%
Fr. Keith B. Kenny	1	2	2	5		10	50%
Fruit Ridge	1	2	1	6		10	60%
Genevieve Didion	1	3	1	5		10	50%
George Washington Carver	1	3	2	3	2	11	45%
Golden Empire	1	3	1	5		10	50%
H.W. Harkness	1	3	1	5		10	50%
Hiram Johnson	1	4	1	3	3	12	50%
Hollywood Park	1	4	1	4		10	40%
Hubert Bancroft	1	3	1	5		10	50%
Isador Cohen	1	3	1	7		12	58%
James. W. Marshall	1	3	1	5		10	50%
John Bidwell	1	3	1	5		10	50%
John Cabrillo	1	3	1	5		10	50%
John F. Kennedy	1	5		3	3	12	50%
John Morse Therapeutic	1	3	1	5		10	50%
John Sloat Basic	1	4		3		8	38%
John Still Middle	1	3	1	4		9	44%
Joseph Bonnheim	1	3	1	5		10	50%
Kit Carson	1	1	1	3	1	7	57%
Leataata Floyd	1	3	1	5		10	50%
Leonardo da Vinci	1	2	1	4		8	50%
Luther Burbank	1	8	1	5	5	20	50%
Maple	1	3	1	5		10	50%
Mark Hopkins	1	2	2	5		10	50%
Mark Twain	1	3	1	5		10	50%
Martin Luther King, Jr.	1	2	1	5	1	10	60%
Matsuyama	1	3	1	5		10	50%

Sacramento City Unified School District 2012-2013 SSC Parent Membership

Schools	Principals	Teachers	Other Staff	Parent Community member	Secondary Student	Total Members	Percent of Participation
New Tech High	1	2	3	2	1	9	33%
Nicholas	1	3	1	5		10	50%
O.W. Erlewine	1	3	1	5		10	50%
Oak Ridge	1	4	3	8		16	50%
Pacific Elementary	1	4	1	6		12	50%
Parkway Elementary	1	2	2	5		10	50%
Peter Burnett	1	2	2	5		10	50%
Phoebe Hearst	1	2	1	7		11	64%
Pony Express	1	4		5		10	50%
Rosa Parks	1	2	2	6		11	55%
Rosemont	1	5	1	2	2	11	36%
Sam Brannan	1	5	1	4	2	13	46%
School of Engineering and Sciences	1	3	3	4	2	13	46%
Sequoia	1	3	1	4		9	44%
Success Academy	1	3	2	2	2	10	40%
Susan B. Anthony	1	3	1	5		10	50%
Sutter	1	3	1	3	2	10	50%
Sutterville	1	2	1	4		8	50%
Tahoe	1	2	1	6		10	60%
The MET (SAB)	1	2		3	2	8	63%
Theodore Judah	1	3	1	5		10	50%
Washington	1	4	1	4		10	40%
West Campus	1	4	1	4	1	11	45%
Will C. Wood	1	4	1	3	3	12	50%
William Land	1	3	1	5		10	50%
Woodbine	1	3	1	5		10	50%
Grand Total	79	255	96	365	45	840	49%

Sacramento Council of PTAs Membership 2012-2013

Organization Name	PER Capita
Crocker Riverside	505
Matsuyama	339
C K McClatchy High	292
Genevieve Didion K-8	227
Sequoia	194
Theodore Judah	179
California Middle	156
Camellia Basic	143
Chacon Language and Science Acad	125
Pony Express	122
Hubert Bancroft	116
Rosemont High	107
Martin Luther King K-8	97
O W Erlewine	91
John F. Kennedy High	74
Sacramento New Technology High	74
A M Winn	55
Albert Einstein Middle	55
Peter Burnett	55
School of Engineering & Sciences	50
John Cabrillo	48
Mark Twain	46
Sutterville	42
Bret Harte	37
Joseph Bonnheim	37
Earl Warren	35
Sam Brannan Middle	27
C P Huntington	25
Ethel Phillips	25
Washington	25
John Still K-8	33
Woodbine	22
Clayton B Wire	20
YPSA	20
Caroline Wenzel	19
Nicholas	19
Abraham Lincoln	15
Jedediah Smith (Leataata Floyd)	15
Pacific	15
Rosa Parks Middle	15
Tahoe	15
William Land	15

Total Membership 2012-2013

3626

Appendix B – OE 10.2

- Request to Develop or Revise a Course of Study Form
- Curriculum Development/Instructional Materials Adoption Form
- SCUSD Performance Dashboard – Key Performance Indicators
- Teachscape Walkthrough Observational Tool
- Benchmark Assessments Samples
 - English Language Arts
 - Mathematics
- Open Court Reading Standards Correlation
- California Algebra-I Standards Correlation
- McMillan McGraw /Hill California Mathematics Standards Correlation
- Curriculum Associates Assessments Standards Correlations
 - English Language Arts
 - Mathematics
- District Benchmarks Assessment Schedule
- Common Core Gap Analysis
 - English Language Arts
 - Mathematics

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

REQUEST TO DEVELOP OR REVISE A COURSE OF STUDY

NAME _____ DATE _____

SCHOOL or OTHER AFFILIATION _____

PROPOSED TITLE _____

SUBJECT AREA _____ CREDENTIAL REQUIREMENT _____

SCOPE OF PROPOSAL: SCHOOL DISTRICT

CHECK ONE: New Course/Program
 Revision Existing course/program
 Year Long Course Semester Course

THE FOLLOWING SIGNATURES MUST BE SECURED IF THIS PROPOSAL IS BEING INITIATED BY DISTRICT STAFF.

PRINCIPAL DATE

PROGRAM DIRECTOR (if appropriate, voc. ed., multilingual etc.) DATE

I. Attach to this application a comprehensive narrative for each of the following areas:

- 1) Course/program Description
- 2) Rationale for the course/program
- 3) Course Standards of Proficiency/California State Content Standards Addressed

II. Proposed Timeline for Completion of Course of Study:

Note: As per district policy, the maximum time allowed for the development and piloting of a curriculum is two years from the date of request. Otherwise, the course must be dropped from the Course Code List.

***SUBMIT THIS COMPLETED FORM TO:
ASSISTANT SUPERINTENDENT, CURRICULUM &
INSTRUCTION @ Box 723***

For Office Use Only: Approved _____ Disapproved _____ (Reason) _____

Course Code _____ Date Assigned _____ Signature _____

**Sacramento City Unified School District
Curriculum and Instruction Department**

**DISTRICT REGULATIONS
FOR DEVELOPMENT OF SECONDARY COURSES OF STUDY**

**The following are the current board-adopted regulations for developing
Courses of Study for Secondary Schools.**

Procedures for Curriculum Development-Secondary R-5262

a. Deadlines for a Request

New courses will be approved on an annual basis. Any course proposed to be implemented **must be submitted to the Assistant Superintendent, Curriculum & Instruction by November of the year prior to implementation.** For example, a course to be implemented in the 2014-2015 school year will need to be submitted for approval in November of 2013. The same holds true for summer school.

b. How to Initiate a Request to Develop a Course of Study

Anyone may initiate an idea for developing a course of study by completing the form entitled "Request to Develop a Course of Study."

The proposal must be submitted to, and signed by the principal or his/her designated administrative representative. It may then be submitted to the Assistant Superintendent, Curriculum & Instruction.

Having received a request, the Assistant Superintendent, Curriculum & Instruction will make a recommendation to either proceed with the request, or deny it for a specific reason, which will be indicated in a written response. If the recommendation is to proceed, the Assistant Superintendent, Curriculum & Instruction will process according to the type of request.

c. Types of Request and Procedures

(1) In-House Course Request

This is a request to develop a course at a specific school. This course will be developed at the initiating school. It must be assumed that textbooks and supplies for in-house courses are subsequently to be supplied by the resources of the school and not the district office.

(2) District Course Request

This kind of request can be initiated in three ways: (a) the principals, as a group, may propose a district course; (b) the Curriculum and Professional Development Department may propose district course; (c) subject area

advisory committees may propose district courses.

d. Approval Procedure to Develop a Course of Study

(1) Initial Approval

As per directions on the request form, **initial approval for the development of a course of study must be granted before it is ever placed on the course selection sheet at any school.** When this approval has been granted by the Assistant Superintendent, Curriculum & Instruction, **the request form will be returned to the school with a verification form attached which is to be resubmitted to the department for final approval after class sign-up tallies are available.**

(2) Final Approval

Final approval for development of a course will be granted by the Assistant Superintendent, Curriculum & Instruction only upon receiving the verification form from the school's administration which indicated sufficient student interest class size; this is documented from the course selection sheet tallies.

e. Writing of a Course of Study

Teachers will be contracted by the Assistant Superintendent, Curriculum & Instruction to develop approved requests for district-wide courses of study only. The monetary factor used to determine these contracts will be based on substitute release time or curriculum development rate. Monetary payments for in-house school course development will be the responsibility of the school administration.

f. Approval of Finished Course of Study

All finished courses of study must be approved by the Assistant Superintendent, Curriculum & Instruction and the principals of each segment. The procedure shall be:

(1) The Assistant Superintendent, Curriculum & Instruction will present a draft of the finished course to the principals.

(2) The principals or administrative representative will take the course back to school and evaluate and discuss the course of study with specific subject area teachers: from this process, each school will formulate its recommendations on the course.

(a) If a school's recommendation is to not approve a particular course of study, the rationale is to be presented at the subsequent principals' meeting in writing.

- (b) If the school has other recommendations for the course of study, but not significant enough to be written in the draft copy and returned to the curriculum coordinator at the subsequent principals' meeting. These comments will be integrated into the final copy if possible, and also placed in that course's master folder to be reviewed at the time of its revision after a two-year period.
- (c) All recommendations will be reviewed at the principals' meeting where final approval will be sought.

g. Distribution

After final approval and editing, the course of study will be distributed to each school of the segment involved. Each of the teachers on the committee will also receive a copy. The distribution at each segment school follows:

- * 3 copies to middle schools
 - 1 copy for administrator's file
 - 1 copy for curriculum file
 - 1 copy for department file
- * 4 copies to high schools
 - 1 copy for administrator's file
 - 1 copy for curriculum file
 - 2 copies for department files

It is the principal's responsibility to see that each teacher who teaches the course reviews the course of study and has it available to use.

h. Revision of Existing Courses of Study

The following procedure will be followed:

- (1) A request to revise a course of study may be sent to the Assistant Superintendent, Curriculum & Instruction by way of a memorandum.
- (2) The request will be considered by the Assistant Superintendent, Curriculum & Instruction and notification of approval or denial will be given in writing.
- (3) The writing and approval of the revision will follow the above procedure for developing a course of study.

i. Deleting or Inactivating Existing Courses of Study

Permission to delete an existing course of study must be approved by the Assistant Superintendent, Curriculum & Instruction and majority of the principals of each segment. The procedure shall be:

(1) The Assistant Superintendent, Curriculum & Instruction will present the request to delete a course of study to principals.

(2) The request will be considered by the Assistant Superintendent, Curriculum & Instruction and principals, and notification of approval or denial will be given in writing.

j. Adoption of Courses of Study

After the course of study has received the approval of the Assistant Superintendent, Curriculum & Instruction and the majority of the principals of each segment, the course of study is taken to the Superintendent's Cabinet for evaluation and processing to the Board of Education.



CURRICULUM DEVELOPMENT/ INSTRUCTIONAL MATERIALS ADOPTION

Title of Course of Study:

Title of Course for Instructional Materials Adoption:

Date Work Completed:

Please check one:

 School use only—Identify school(s): _____
 District-wide use

A. PROCESS/PROCEDURES

 Curriculum Development
 Instructional Materials Adoption:

DESCRIBE COMMITTEE PROCESS AND PROCEDURES USED.

- Composition of Committee/ Names of Reviewers:

- Roles and responsibility of the committee/reviewers:
Teachers and District Training Specialists
Review courses of study submitted for the 2013-2014 school year
- Meeting dates and purpose of the meetings:
-Meeting Date-May 29, 2013
- Review draft of course of study
- Community input (school, teachers, administrators, public, etc):

B. SEQUENCING

Describe the course work sequence which includes this course:

C. ALIGNMENT MATRIX

I. How does this course align to the California Content Standards and/or CA Common Core Standards?

II. If the course is proposed as part of a Linked Learning Pathway or Career Academy? How does it align with the pathway and/or academy outcomes

III. How does the course engage students in academic work that meets the district's definition of academic rigor (*academic rigor = "The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging."*)

IV. Does the course meet the requirements for UC a-g approval?

V. How does this course satisfy High School Graduation Requirements?

VI. Other

For Office Use Only---Approvals:

Dates each group approved the completed product:

- Principals:
- Assistant principals of instruction:
- High school curriculum committee:
- Cadre:
- Superintendent Cabinet:

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Performance Dashboard
2012-2013**

Results

DRAFT

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-1: MEGA RESULT (Monitored in September 2012)									
Students graduate as globally competitive life-long learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.									
a. % of 11 th graders who test ready for college without remediation on the California State University System Early Assessment Program Exam in Language Arts									
b. % of 11 th graders who test ready for college without remediation on the California State University System Early Assessment Program Exam in Mathematics									
c. % of "average cumulative actual attendance" (Month 7)									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
d. % of seniors participating in the administration of the SAT or ACT									
e. % of students with total SAT scores \geq 1500 or ACT scores \geq 21									
f. % of graduates enrolled in a two-year college									
g. % of graduates enrolled in a four-year university									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
h. % of students graduating with their cohort (same 9 th grade cohort graduating within 4 years)									
i. % of students who graduate meeting University of California/California State University (UC/CSU) course requirements									
j. % of students enrolled in Advanced Placement (AP) courses									
k. % of students enrolled in International Baccalaureate (IB) courses									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
l. % of Advanced Placement exams with scores of 3-5 or International Baccalaureate exams with scores of 4-7									
m. % of students enrolled in credit recovery programs who graduate within five years									
n. % of students enrolled in GED courses who take and pass the GED									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-2: ACADEMIC ACHIEVEMENT (Monitored in September 2012)									
Students are self-directed and engaged learners, achieving at their level of individual capacity.									
a. % of all students proficient versus all proficiency levels year over year for all valid tests (CST/CMA Grades 2-11 English Language Arts Assessment results and End of Course)									
b. CST/CMA Language Arts Proficiency Ethnic Gap									
c. CST/CMA Language Arts Proficiency Socio-Economic Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
d. CST/CMA Language Arts Proficiency Limited English Gap									

DRAFT

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
e. % of all students proficient versus all proficiency levels year over year for all valid tests (CST/CMA Grades 2-11 Math Assessment results and End of Course)									
f. CST/CMA Math Proficiency Ethnic Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
g. CST/CMA Math Proficiency Socio-Economic Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
h. CST/CMA Math Proficiency Limited English Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
i. % of all students proficient versus all proficiency levels year over year for all valid tests (CST/CMA Grades 5, 8 & 10 Science Assessment results and End of Course)									
j. CST/CMA Science Proficiency Ethnic Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
k. CST/CMA Science Proficiency Socio-Economic Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
l. CST/CMA Science Proficiency Limited English Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
m. % of all students proficient versus all proficiency levels year over year for all valid tests (CST/CMA Grades 5, 8 & 10 Social Science Assessment results and End of Course)									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-2: ACADEMIC ACHIEVEMENT (Monitored in September 2012)									
n. CST/CMA Social Science Proficiency Socio-Economic Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
o. CST/CMA Social Science Proficiency Limited English Gap									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
p. % of students scoring at/above proficient on the grades 2-8 district English Language Arts Benchmark Assessments*									
q. % of students scoring at/above proficient on the grades 2-8 district Mathematics Benchmark Assessments *									
Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
r. % of schools meeting API growth targets for school wide and all numerically significant subgroups****									
s. % of 3 rd year or greater Program Improvement schools exiting PI status									
t. # of Priority Schools in Program Improvement exiting PI status									

* Based on 3rd quarter benchmark assessments

** 2 out of 18 3rd year program improvement schools met their AYP targets and could exit PI status in 2011-12

*** 0 of the 5 Priority Schools identified in 2010-11 met their AYP targets in 2010-11. Rosa Parks, which was identified as a priority school for the 2011-12 school year, did not meet its AYP targets for 2010-11.

**** Assumes current Definition/Explanation of API exists. Will reset if API Definition/Explanation changes.

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Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-3. WELL-ROUNDED INDIVIDUALS (Monitored in June 2012)									
1) Students take responsibility for their choices									
a. Number of elementary school suspensions									
b. Number of middle school suspensions									
c. Number of high school suspensions									
d. Elementary school truancy rate									
e. Middle school truancy rate									
f. High school truancy rate									
Result									
g. Percent of school site climate survey respondents who believe their school has helped them learn how to take personal responsibility for their choices									
h. Percent of schools that provide on-going intervention programs that teach/reinforce personal and/or social responsibility									

DRAFT

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
i. Number of students attending on-going intervention programs that teach/reinforce personal and/or social responsibility									
j. Percent of schools that provide a student assembly focused on teaching personal and/or social responsibility									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
2) Create, innovate and adapt to change									
a. Percent of students enrolled in 2 nd – 6 th Grade Gifted and Talented Education (GATE) classes									
b. Percent of students enrolled in 7 th -8 th Grade Gifted and Talented Education (GATE) classes									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
c. Percent of students who pass Senior Project with a B or above									
d. Percent of schools that have an active student council									
e. Percent of schools who regularly participate in Student Advisory Council									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-3. WELL-ROUNDED INDIVIDUALS (Monitored in June 2012)									
3) Make healthy lifestyle choices									
a. % of schools participating in tobacco and alcohol prevention programs									
a. % of qualified students participating in Free Lunch Program									
Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
b. % of qualified students participating in Reduced Lunch Program									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
c. % 5 th grade males passing 4 of the 6 California Fitness tests									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
d. % 5 th grade females passing 4 of the 6 California Fitness tests									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
e. % 7 th grade males passing 4 of the 6 California Fitness tests									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
f. % 7 th grade females passing 4 of the 6 California Fitness tests									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
g. % 9 th grade males passing 4 of the 6 California Fitness tests									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
h. % 9 th grade females passing 4 of the 6 California Fitness tests									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
i. Percent of K-12 schools meeting physical activity minutes									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
a. Percent of schools who offer fresh fruit and vegetables daily									
4) Master the use of technology to access information, to solve problems, to improve communication and accelerate learning									
a. # of students taking online courses									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-3. WELL-ROUNDED INDIVIDUALS (Monitored in June 2012)									
b. Percent of classrooms with interactive instructional technologies and mobile computing devices (i.e. LCD projectors, document cameras, student response testing systems, iPads/tablets, iPods/handhelds, etc.)									
c. Ratio of computers to students at elementary level									
d. Ratio of computers to students at the middle school level									
e. Ratio of computers to students at the high school level									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
5) Demonstrate competency in the fine and practical arts									
a. Number of elementary school visual and performing arts and music (VAPA) classes offered during the school day									
b. Number of middle school VAPA classes offered during the school day									

Result	Actual 2010	Actual 2011	Target 2012	Interim Result 2012	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
c. Percent of middle school students enrolled in VAPA classes passing with an A or B									
d. Number of high school visual and performing arts and music classes offered during the school day									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
e. Percent of high school students enrolled in VAPA classes passing with an A or B									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-4: LOCAL, STATE, NATIONAL AND GLOBAL CITIZENSHIP (Monitored in July 2012)									
1) Students are socially responsible, participating in and contributing to the common good.									
a. # of schools participating in Green School audits									
Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
b. Percent of school site climate survey respondents who feel as though school has taught them how to be socially responsible									
c. % of seniors meeting or exceeding community service hours target									
2) Demonstrate knowledge of, respect and appreciation for diverse Economies, Cultures, Languages and Traditions									
a. # of elementary students taking dual immersion classes									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
b. % of elementary students passing dual immersion classes with proficient or advanced									
c. # of students attending our ethnic youth and parents annual conferences									
Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
3) Use technology ethically and be aware of consequences and impact									
a. # of students disciplined for abusing technology									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
b. # of students disciplined for cyber-bullying									
Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
4) Compete and cooperate, as appropriate									
a. % of middle school students participating in athletic extra-curricular activities									
b. % of high school students participating in athletic extra-curricular activities									

Result	Actual 2011	Actual 2012	Target 2013	Interim Result 2013	Data Source	Staff Assigned Department	Date Available	Definition/Explanation	Notes
R-4: LOCAL, STATE, NATIONAL AND GLOBAL CITIZENSHIP (Monitored in July 2012)									
5) Analyze and resolve problems in peaceful and productive ways									
a. # of mediation programs at school sites to help students gain skills in conflict resolution									
b. % of school site climate survey respondents who feel as though the school helps them resolve problems in peaceful and productive ways									

DRAFT

Sacramento City Unified School District Teachscape/SQR Walkthrough Form

Date:	Teacher:		
Time:	Subject/Course:		
Grade:	Focus:		
Learner Centered Problem:			
Problem of Practice:			
1. What is the Learning Objective for this lesson?	Click here to enter text.		
2. Learning Objective evident to the Students?	<input type="checkbox"/> Evident	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Unable to determine
3. Learning Objective/ Content Standard known?	<input type="checkbox"/> Posted	<input type="checkbox"/> Stated	<input type="checkbox"/> Posted & Stated <input type="checkbox"/> Unable to Determine
4. Grouping Format:			
<input type="checkbox"/> Whole Group Format <input type="checkbox"/> Small Groups <input type="checkbox"/> Cooperative Groups <input type="checkbox"/> Triads <input type="checkbox"/> Paired <input type="checkbox"/> Individual			
5. Instructional Practices/Strategies:			
<input type="checkbox"/> Presentation <input type="checkbox"/> Modeling <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Testing			
<input type="checkbox"/> Lecture <input type="checkbox"/> Coaching <input type="checkbox"/> Learning centers <input type="checkbox"/> Informal assessment			
<input type="checkbox"/> Checking for understanding <input type="checkbox"/> Innovative instructional practices <input type="checkbox"/> Non-linguistic representations <input type="checkbox"/> Providing opportunities for practice			
<input type="checkbox"/> Discussion <input type="checkbox"/> Hands-on experiences <input type="checkbox"/> Reinforcing effort/recognition			
<input type="checkbox"/> Student led learning			
Click here to enter text.			
6. Instructional Materials			
<input type="checkbox"/> Textbook <input type="checkbox"/> Student Created Material <input type="checkbox"/> Hand-held Technology <input type="checkbox"/> Primary Sources			
<input type="checkbox"/> Publisher Created Materials <input type="checkbox"/> Realia/Real-world Material <input type="checkbox"/> Computer			
<input type="checkbox"/> Teacher Created Material <input type="checkbox"/> Content Specific Manipulatives <input type="checkbox"/> Overhead/board or Flip Chart			
7. Levels of Student Engagement:			
<input type="checkbox"/> Highly engaged- all students are authentically engaged.			
<input type="checkbox"/> Engaged- most students are authentically engaged.			
<input type="checkbox"/> Well Managed- students are willfully compliant, ritually engaged..			
<input type="checkbox"/> Disengaged- most students are not engaged.			
<input type="checkbox"/> Dysfunctional-many students actively reject the assigned task or substitute another activity.			
8. Levels of Student Work/Critical Thinking			
<input type="checkbox"/> Remember <input type="checkbox"/> Understand <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Create			
9. Differentiation of Instruction:			
<input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product			
<input type="checkbox"/> Learning environment <input type="checkbox"/> Unable to determine			
10. Notes:			

CALIFORNIA Content Standards

3

English-Language Arts

Practice
and
Mastery



CALIFORNIA

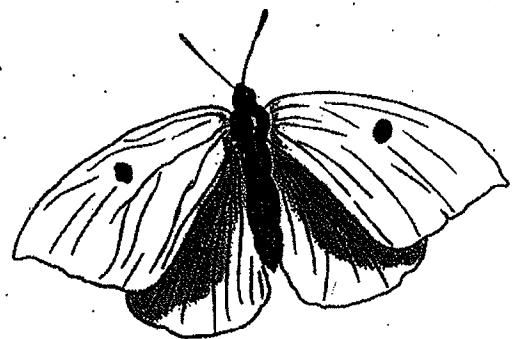
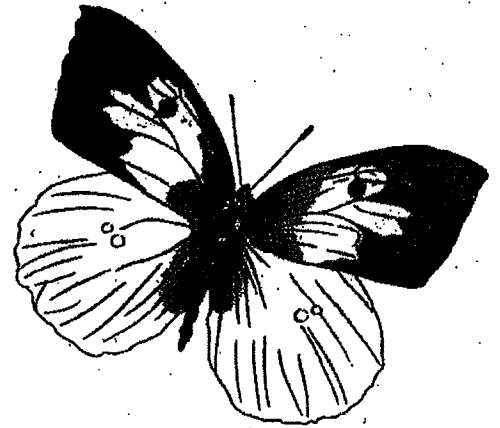
ELA
ELA
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ELA
ELA

Read the selection. Then answer Numbers 1 through 10.

The Dogface Butterfly

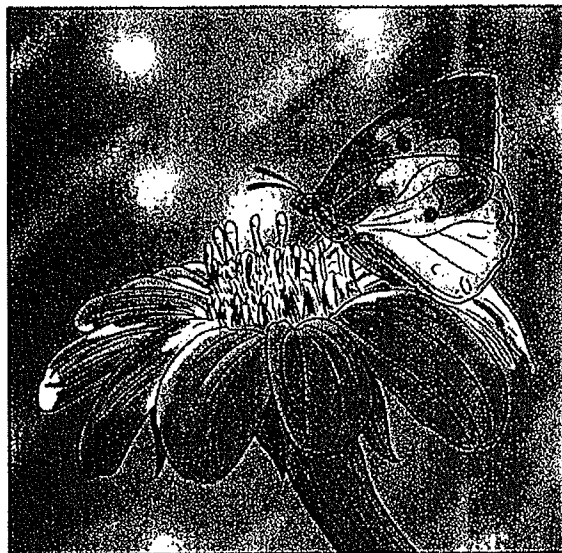
What This Butterfly Looks Like

- 1 Have you ever seen a dogface butterfly? The male and female look different. The male's front wings are black and yellow. The yellow part looks like a dog's head. A black spot looks like the dog's eye. Some people think the dog looks like a poodle. In fact, this butterfly is sometimes called the poodle butterfly. Look at the picture. Does this butterfly look like a barking poodle to you?
- 2 The other wings of the male dogface butterfly are mostly yellow. When the male dogface closes his wings, you cannot see a dog's face. You can see black circles on his wings.
- 3 This picture shows a female dogface butterfly. The female looks different than the male. She does not have a dog shape. She is mostly yellow. On each front wing, she has a solid black spot.



Where to See These Butterflies

- 4 These butterflies fly fast. They are hard to catch. If you want to see one, you should look on plants with purple flowers. Dogface butterflies like purple flowers. They drink nectar from flowers.
- 5 Dogface butterflies also like dry, sunny places. Look for them in fields and hillsides and along roads. You may spot a dogface butterfly near the ocean. They do not live in the desert.



How to Attract Dogface Butterflies

- 6 Dogface butterflies like gardens. One favorite plant is coyote mint. This plant smells like minty toothpaste. Spanish settlers in California used coyote mint to cure sore throats.
- 7 Dogface butterflies like to drink nectar from this mint plant. Would you like to attract dogface butterflies? If so, plant some coyote mint in your yard. Grow it in a sunny place. Then wait. Maybe you will be lucky. Maybe a dogface butterfly will visit.



Dogface Caterpillars

- 8 Caterpillars turn into butterflies. Caterpillars have long soft bodies. They look like hairy worms. Dogface caterpillars are easy to spot. They are bright green. They have yellow and black stripes. They like to eat a plant called false indigo. They also like clover.

More Butterfly Facts

- 9 In 1973, people made the dogface butterfly the state insect of California. In 1976, the California dogface butterfly was on a 13-cent stamp.

1. Under what heading should you look to find out if dogface butterflies live in your area?
 - Ⓐ More Butterfly Facts
 - Ⓑ Dogface Caterpillars
 - Ⓒ Where to See These Butterflies
 - Ⓓ What This Butterfly Looks Like
2. Paragraph 1 tells you
 - Ⓐ how the dogface butterfly got its name.
 - Ⓑ what the female dogface butterfly looks like.
 - Ⓒ what a young dogface butterfly looks like.
 - Ⓓ what a dog's eye looks like.
3. A female dogface butterfly lands. Its wings are open. What can you see?
 - Ⓐ a shape that looks like a poodle
 - Ⓑ two black circles on each front wing
 - Ⓒ a black spot on each front wing
 - Ⓓ one black circle on each front wing
4. If you wanted to see a dogface butterfly, you should
 - Ⓐ stay away from purple flowers.
 - Ⓑ go to a rainforest.
 - Ⓒ look in a dry, sunny field.
 - Ⓓ go to the hottest place you know.

5. Which of the following sentences from paragraph 6 states the main idea?

- Ⓐ Dogface butterflies like gardens.
- Ⓑ One favorite plant is coyote mint.
- Ⓒ This plant smells like minty toothpaste.
- Ⓓ Spanish settlers in California used coyote mint to cure sore throats.

6. Which sentence BEST supports the idea that dogface caterpillars are easy to spot?

- Ⓐ They like sunny areas.
- Ⓑ They are mostly yellow.
- Ⓒ They are bright green.
- Ⓓ They like gardens.

7. You grow purple flowers in the shade. Why don't dogface butterflies come?

- Ⓐ Dogface butterflies do not like purple flowers.
- Ⓑ Dogface butterflies only like clover.
- Ⓒ The flowers do not have nectar.
- Ⓓ Dogface butterflies like sunny places.

8. Why are dogface butterflies hard to catch?

- Ⓐ They fly fast.
- Ⓑ They are very tiny.
- Ⓒ They are hard to see.
- Ⓓ They avoid people.

9. What is the main idea of paragraph 3?

- Ⓐ The female dogface butterfly has yellow wings.
- Ⓑ The male dogface butterfly has black circles on his wings.
- Ⓒ The female dogface butterfly looks different than the male dogface butterfly.
- Ⓓ The female dogface butterfly has no circles on her wings.

10. Read this sentence from the article.

They drink nectar from flowers.

What does the word nectar mean in this sentence?

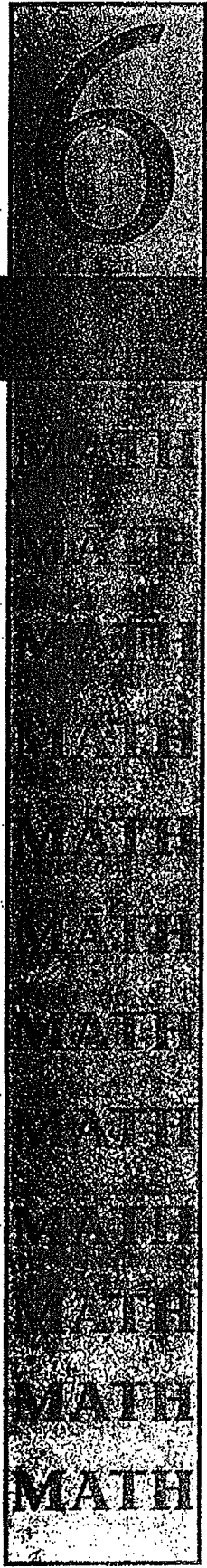
- Ⓐ a sweet liquid found in flowers
- Ⓑ fruit juice
- Ⓒ small drops of water
- Ⓓ a sweet food made by bees

CALIFORNIA Content Standards

Mathematics

Practice
and
Mastery

CALIFORNIA



Practice ONE

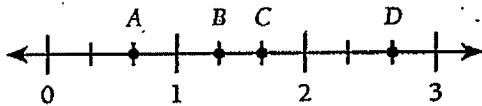
Number Sense

Answer Numbers 1 through 25.

1. $\frac{5}{8} + \frac{3}{10} =$

- Ⓐ $\frac{1}{5}$
- Ⓑ $\frac{17}{40}$
- Ⓒ $\frac{4}{9}$
- Ⓓ $\frac{37}{40}$

2. Which point on the number line identifies the location of $\frac{5}{3}$?



- Ⓐ point A
- Ⓑ point B
- Ⓒ point C
- Ⓓ point D

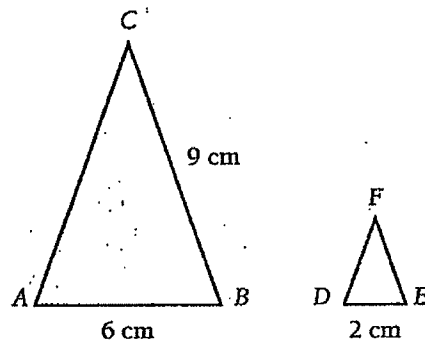
3. $-15 + 18 + -6 =$

- Ⓐ -9
- Ⓑ -3
- Ⓒ 3
- Ⓓ 9

4. If 30% of a number is 60, what is 45% of the number?

- Ⓐ 27
- Ⓑ 75
- Ⓒ 87
- Ⓓ 90

5. Triangle ABC is similar to triangle DEF. What is the length of \overline{EF} ?



- Ⓐ 3 centimeters
- Ⓑ $4\frac{1}{2}$ centimeters
- Ⓒ 5 centimeters
- Ⓓ 6 centimeters

6. Stephan completed 45 problems in 1.5 hours. If he continues to work at the same rate, which proportion could be solved to determine x , the time that it would take him to complete 135 problems?

Ⓐ $\frac{45}{1.5} = \frac{135}{x}$

Ⓑ $\frac{1.5}{135} = \frac{x}{1.5}$

Ⓒ $\frac{1.5}{45} = \frac{135}{x}$

Ⓓ $\frac{45}{135} = \frac{x}{1.5}$

7. What is $\frac{32}{48}$ expressed in lowest terms?

Ⓐ $\frac{1}{3}$

Ⓑ $\frac{2}{3}$

Ⓒ $\frac{8}{12}$

Ⓓ $\frac{3}{4}$

8. The Kleins spent \$47.00 on dinner at a Mexican restaurant. If they left the waiter a 17% tip, what was the total cost of the meal?

Ⓐ \$7.99

Ⓑ \$39.01

Ⓒ \$54.99

Ⓓ \$64.00

9. The temperature reading at 9:00 P.M. was 5° . During the night, the temperature dropped 12° . What was the temperature after this drop?

Ⓐ -12°

Ⓑ -7°

Ⓒ 7°

Ⓓ 17°

10. During the baseball season, Luis was at bat 150 times and had 25 hits. What is the ratio of the number of hits to the number of times at bat?

Ⓐ 1:5

Ⓑ 1:6

Ⓒ 5:1

Ⓓ 6:1

11. Dr. Vounus sees 8 dogs for every 5 cats at her veterinary clinic. Last week, she treated 45 cats. Which proportion can be used to find the number of dogs that she treated?

Ⓐ $\frac{8}{45} = \frac{5}{x}$

Ⓑ $\frac{8}{5} = \frac{x}{45}$

Ⓒ $\frac{8}{13} = \frac{x}{45}$

Ⓓ $\frac{8}{45} = \frac{x}{13}$

12. A football player carried the ball 9 yards down the field. The next play, though, resulted in a loss of 17 yards. Which problem's result *best* shows what happened in these two plays?

- Ⓐ $(9) + (-17) =$
- Ⓑ $(9) - (-17) =$
- Ⓒ $(-9) + (17) =$
- Ⓓ $(-9) - (-17) =$

13. To plan a trip, Flora used the scale of miles on a map of California. The scale indicates that 1 centimeter equals 20 miles. How many miles are represented by 9.5 centimeters?

- Ⓐ 180
- Ⓑ 185
- Ⓒ 190
- Ⓓ 195

14. Keiko's home is $\frac{5}{12}$ mile from the town pool. The library is $\frac{3}{4}$ that distance from her home. How far does Keiko live from the library?

- Ⓐ $\frac{5}{16}$ mile
- Ⓑ $\frac{5}{12}$ mile
- Ⓒ $\frac{3}{4}$ mile
- Ⓓ $1\frac{1}{6}$ miles

15. What is the greatest common divisor of 12 and 30?

- Ⓐ 3
- Ⓑ 6
- Ⓒ 12
- Ⓓ 60

16. What is 60% of 90?

- Ⓐ 1.5
- Ⓑ 36
- Ⓒ 54
- Ⓓ 60

17. Which of the following decimals is *closest* to 0?

- Ⓐ -1.4
- Ⓑ -1.12
- Ⓒ 1.2
- Ⓓ 1.301

18. Leland took his friends out to lunch. The bill for the meal was \$27.50, and Leland left a 20% tip. What was the cost of the meal?

- Ⓐ \$5.50
- Ⓑ \$27.70
- Ⓒ \$33.00
- Ⓓ \$47.50

19. At Dunbar Elementary School, the ratio of girls to boys in the sixth grade is 3:5. There are 81 girls enrolled in the sixth grade. How many boys are enrolled in the sixth grade?

- (A) 5
- (B) 27
- (C) 91
- (D) 135

20. The equator is at 0 degrees latitude. London, England, is 51 degrees north of the equator. Sydney, Australia, is 33 degrees south of the equator. What is the difference in degrees of latitude between the two cities?

- (A) 18
- (B) 33
- (C) 51
- (D) 84

21. Which group of fractions is in order from least to greatest?

- (A) $\frac{2}{3}, \frac{7}{12}, \frac{5}{6}, \frac{3}{4}$
- (B) $\frac{5}{6}, \frac{7}{12}, \frac{2}{3}, \frac{3}{4}$
- (C) $\frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{7}{12}$
- (D) $\frac{7}{12}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$

22. $54 \div -9 =$

- (A) -6
- (B) -4
- (C) 4
- (D) 6

23. Miles bought a pair of running shoes on sale for 40% off the regular price of \$79.50. What was the sale price?

- (A) \$31.80
- (B) \$39.50
- (C) \$47.70
- (D) \$111.30

24. $-7 \times -9 =$

- (A) -63
- (B) -56
- (C) 56
- (D) 63

25. Aviv burned 96 calories while bicycling for 15 minutes. How many calories would Aviv burn while bicycling for 90 minutes?

- (A) 16
- (B) 151
- (C) 576
- (D) 1350



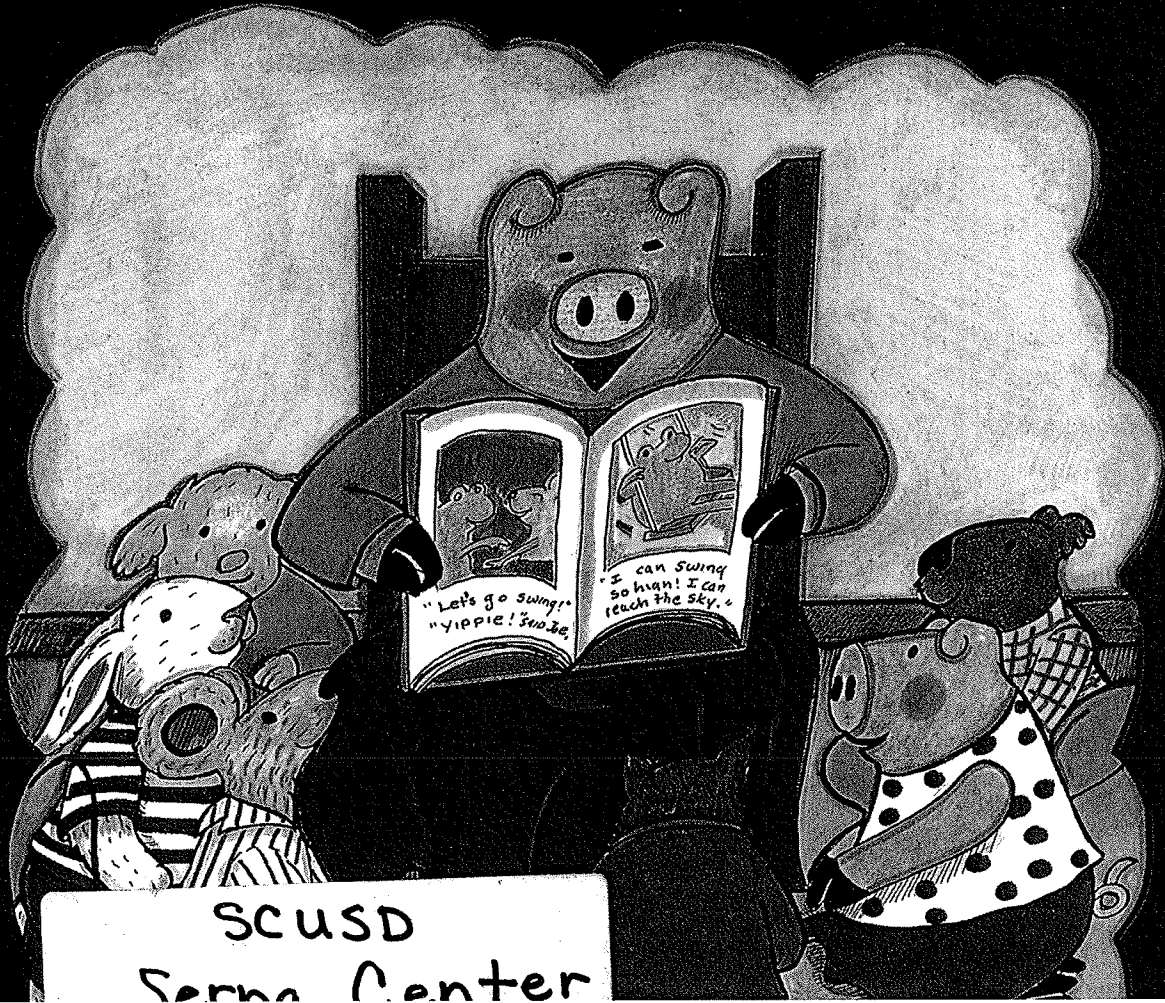
SRA OPEN COURT READING

Level K
Unit
1



School

TEACHER'S EDITION



SCUSD
Serna Center

California Resources

Correlation to California Reading/Language Arts Standards Grade K

Reading	Unit 1	Unit 2	Unit 3
Vocabulary and Concept Development			
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	T39, T61, T81, T89, T97, T106, T111, T127-T128, T143-T144, T157, T199, T211-T212, T222, T239, T277-T278	T93, T111, T125, T137, T145, T153, T245, T261, T277, T285, T293	T33, T51, T67, T75, T83, T117, T133, T147, T163, T197, T245, T259, T273, T281, T289
1.18 Describe common objects and events in both general and specific language.	T30, T39, T61, T81, T89, T97, T106, T110, T113, T132, T162, T167, T204, T219, T227, T229, T277	T29, T51, T56, T68, T81, T98, T111, T125, T130, T137, T143, T145, T153, T173, T183, T190, T201	T29, T31, T33, T37-T38, T67, T177, T195, T203
2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.			
Structural Features of Informational Materials			
2.1 Locate the title, table of contents, name of author, and name of illustrator.	T81, T227, T283	T178, T262	T122, T136, T209
Comprehension and Analysis of Grade-Level-Appropriate Text			
2.2 Use pictures and context to make predictions about story content.	T46, T97, T127, T143, T157, T167, T231, T241	T33, T51, T63, T75, T83, T98, T168, T195, T203, T211, T282	T31, T38, T98, T197, T205, T213, T226
2.3 Connect to life experiences the information and events in texts.	T36, T39, T81, T155, T157, T173, T211, T231, T271	T33, T51, T63, T75, T83, T97, T111, T125, T137, T145, T149, T153, T173, T183, T195, T203, T211, T261, T277	T67, T153, T181, T183, T186, T189, T191, T278, T286
2.4 Retell familiar stories.	T87, T155, T164, T237, T320-T321	T135, T142, T207, T283	T54, T80, T136, T159, T191, T210, T271
2.5 Ask and answer questions about essential elements of a text.	T36, T59, T71, T73, T79, T87, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275	T29, T47, T49, T59, T61, T71, T73, T79-T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171	T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143
3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots and settings. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.			
Narrative Analysis of Grade-Level-Appropriate Text			
3.1 Distinguish fantasy from realistic text.		T107, T109, T116, T130, T253, T255, T257, T259, T269, T271, T273	
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	T28, T231	T211	T133, T163, T183, T191, T197, T213, T245, T259, T273, T281, T289
3.3 Identify characters, settings, and important events.	T87, T97, T125, T150, T164, T261, T275, T295, T313, T320	T142, T282	T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278

Writing

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.			
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).			
1.3 Write by moving from left to right and from top to bottom.	T331	T150, T291	T147, T197, T273

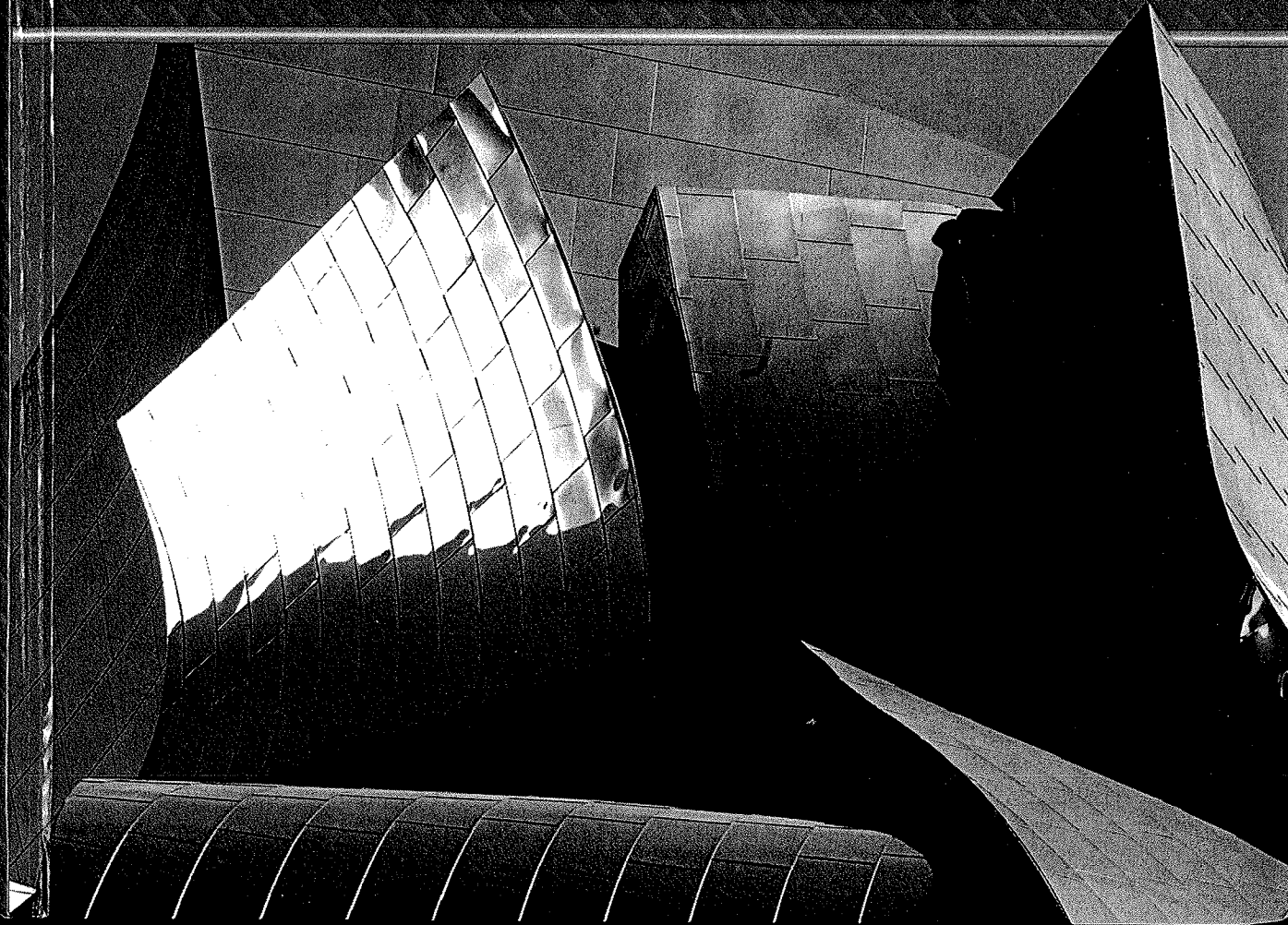
Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
T57, T77, T205, T305, T315	T33, T51, T56, T67, T75, T83, T191, T241, T273	T33, T119, T133, T147, T157, T167, T189, T199, T207, T215	T93, T125, T143, T157, T167, T177, T273, T291, T309	T35, T77, T87, T97, T275, T291, T299
T33, T57, T97, T129, T141, T165, T189, T195, T205, T211, T213, T219, T231, T246	T26, T31, T33, T39-T40, T51, T56, T67, T75, T80, T83, T116, T119, T169	T31, T39-T40, T63, T103-T104, T167, T183, T189, T199, T205	T26, T31, T40, T93, T107-T108, T125, T143, T157, T167, T177, T199, T215, T223	T26, T33, T35, T41-T42, T57, T77, T87, T97, T111-T112, T129, T145, T169, T179, T197, T207, T211, T213
T42, T114, T134, T146, T158, T190, T200, T270	T56, T116, T264	T148, T184, T194	T31, T60, T70, T76, T148, T194, T200, T204	T78, T134, T150, T192, T202
T42, T190, T246	T40, T51, T111, T193, T201, T209, T224	T40, T104, T184, T240	T40, T108, T194, T250	T26, T42, T112, T192, T242
T41, T75, T85, T129, T139, T141, T227, T245, T311	T33, T51, T67, T75, T80, T83, T175, T185, T241, T257, T263, T273, T281, T289	T53, T63, T65, T70, T75, T81, T89, T117, T119, T129, T145, T147, T157, T167, T187, T189, T197, T199	T39, T67, T83, T141, T207, T225	T31, T47, T195, T197, T213, T221, T229, T259, T275
T83, T85, T227, T302, T303, T311	T49, T65, T72, T135, T142, T151, T197, T255, T263, T278-T279	T155, T162, T298, T306	T163, T174, T190, T316, T318-T319, T326	T82, T84-T85, T164-T167, T294-T297, T302
T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T125, T127, T137, T139, T149, T151	T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235	T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T129, T131, T141, T143, T145, T180, T194, T257, T267, T269	T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164	T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195
T273, T275, T277, T289, T291, T293	T241, T257, T273, T281, T289		T271	T195
	T75, T81, T175		T33, T331	T35, T129, T145, T197, T207, T221, T262
T51, T82-T83, T263, T279, T295, T297	T45, T59, T61, T63, T65, T72-T73, T135, T237, T255, T278	T298	T30, T163, T164, T174, T281, T283, T285, T289, T299, T307 T316-T319	T82, T84, T85, T143, T165, T166, T167, T179, T294
T94			T69	T77
T209, T285, T305, T315		T263, T299		T159, T224
T94, T209, T285, T313	T193, T289	T86, T164, T263, T299	T217, T232	T94, T97, T167, T224, T305

Teacher's Edition

**PRENTICE HALL
MATHEMATICS**



**CALIFORNIA
ALGEBRA I**





California Algebra 1 Leveled Pacing Chart

This chart is provided as a guide to help you customize your course and to provide for differentiated instruction. This chart covers the content of this book.

The suggested number of days of instruction for each chapter is based on a traditional 45-minute class period and on a 90-minute block period. The total of 160 days of instruction leaves time for assessments, projects, assemblies, or other special days that vary from school to school.

Universal Access

		California Standards	Core	Advanced
Chapter 1 Tools of Algebra Traditional 16 Block 8				
1-1 Using Variables		7AF 1.1	✓	
1-2 Exponents and Order of Operations		25.2	✓	✓
1-3 Exploring Real Numbers		1.0, 1.1, 2.0, 24.3, 25.1	✓	✓
1-4 Adding Real Numbers		1.0, 1.1, 2.0	✓	✓
1-5 Subtracting Real Numbers		1.0, 1.1, 2.0	✓	✓
1-6 Multiplying and Dividing Real Numbers		1.0, 1.1, 2.0	✓	✓
1-7 The Distributive Property		1.0, 1.1, 4.0, 10.0	✓	✓
1-8 Properties of Numbers		1.0, 1.1, 24.0, 24.1, 25.0	✓	✓
Chapter 2 Solving Equations Traditional 16 Block 8				
2-1 Solving Two-Step Equations		5.0, 25.0	✓	✓
2-2 Solving Multi-Step Equations		2.0, 4.0, 5.0	✓	✓
2-3 Equations With Variables on Both Sides		4.0, 5.0, 25.3	✓	✓
2-4 Ratio and Proportion		5.0, 15.0, 25.0	✓	✓
2-5 Equations and Problem Solving		4.0, 5.0, 15.0	✓	✓
2-6 Mixture Problems		4.0, 5.0, 15.0, 25.0	✓	✓
Chapter 3 Solving Inequalities Traditional 14 Block 7				
3-1 Inequalities and Their Graphs		5.0	✓	✓
3-2 Solving Inequalities Using Addition and Subtraction		5.0	✓	✓
3-3 Solving Inequalities Using Multiplication and Division		5.0	✓	✓
3-4 Solving Multi-Step Inequalities		4.0, 5.0	✓	✓
3-5 Compound Inequalities		3.0	✓	✓
3-6 Absolute Value Equations and Inequalities		3.0	✓	✓
Chapter 4 Graphs and Functions Traditional 14 Block 7				
4-1 Graphing on the Coordinate Plane		Prepares for 6.0	✓	
4-2 Relations and Functions		16.0, 17.0, 18.0	✓	✓
4-3 Function Rules, Tables, and Graphs		16.0, 17.0, 18.0	✓	✓
4-4 Writing a Function Rule		16.0	✓	✓
4-5 Direct Variation		15.0, 16.0	✓	✓
4-6 Inverse Variation		15.0, 16.0	✓	✓
4-7 Inductive and Deductive Reasoning		24.1	✓	✓
Chapter 5 Linear Equations and Their Graphs Traditional 14 Block 7				
5-1 Rate of Change and Slope		6.0, 7.0, 8.0, 24.0	✓	✓
5-2 Slope-Intercept Form		6.0, 7.0	✓	✓
5-3 Standard Form		6.0	✓	✓
5-4 Point-Slope Form and Writing Linear Equations		6.0, 7.0	✓	✓
5-5 Parallel and Perpendicular Lines		7.0, 8.0	✓	✓

Universal Access

	California Standards	Core	Advanced
Chapter 6 Systems of Equations and Inequalities Traditional 16 Block 8			
6-1 Solving Systems by Graphing	9.0	✓	✓
6-2 Solving Systems Using Substitution	9.0	✓	✓
6-3 Solving Systems Using Elimination	9.0	✓	✓
6-4 Applications of Linear Systems	9.0, 15.0	✓	✓
6-5 Linear Inequalities	6.0	✓	✓
6-6 Systems of Linear Inequalities	9.0	✓	✓
Chapter 7 Exponents Traditional 12 Block 6			
7-1 Zero and Negative Exponents	2.0	✓	✓
7-2 Scientific Notation	2.0	✓	✓
7-3 Multiplication Properties of Exponents	2.0, 10.0	✓	✓
7-4 More Multiplication Properties of Exponents	2.0, 10.0	✓	✓
7-5 Division Properties of Exponents	2.0, 10.0	✓	✓
Chapter 8 Polynomials and Factoring Traditional 16 Block 8			
8-1 Adding and Subtracting Polynomials	10.0	✓	✓
8-2 Multiplying and Factoring	10.0, 11.0	✓	✓
8-3 Multiplying Binomials	10.0	✓	✓
8-4 Multiplying Special Cases	10.0	✓	✓
8-5 Factoring Trinomials of the Type $x^2 + bx + c$	11.0	✓	✓
8-6 Factoring Trinomials of the Type $ax^2 + bx + c$	11.0	✓	✓
8-7 Factoring Special Cases	11.0	✓	✓
8-8 Factoring by Grouping	11.0	✓	✓
Chapter 9 Quadratic Equations and Functions Traditional 18 Block 9			
9-1 Exploring Quadratic Graphs	21.0, 23.0	✓	✓
9-2 Quadratic Functions	17.0, 21.0, 23.0	✓	✓
9-3 Finding and Estimating Square Roots	2.0, 23.0, 24.0	✓	✓
9-4 Solving Quadratic Equations	21.0, 23.0	✓	✓
9-5 Factoring to Solve Quadratic Equations	14.0, 23.0, 25.1	✓	✓
9-6 Completing the Square	14.0, 23.0	✓	✓
9-7 Using the Quadratic Formula	19.0, 20.0, 23.0	✓	✓
9-8 Using the Discriminant	22.0, 23.0	✓	✓
Chapter 10 Radical Expressions and Equations Traditional 12 Block 6			
10-1 Simplifying Radicals	2.0	✓	✓
10-2 The Pythagorean Theorem	2.0, 24.2	✓	✓
10-3 Operations With Radical Expressions	2.0, 25.0	✓	✓
10-4 Solving Radical Equations	2.0, 25.2	✓	✓
10-5 Graphing Square Root Functions	17.0	✓	✓
Chapter 11 Radical Expressions and Equations Traditional 12 Block 6			
11-1 Simplifying Rational Expressions	12.0	✓	✓
11-2 Multiplying and Dividing Rational Expressions	2.0, 13.0	✓	✓
11-3 Dividing Polynomials	10.0	✓	✓
11-4 Adding and Subtracting Rational Expressions	13.0	✓	✓
11-5 Solving Rational Equations	13.0, 15.0	✓	✓

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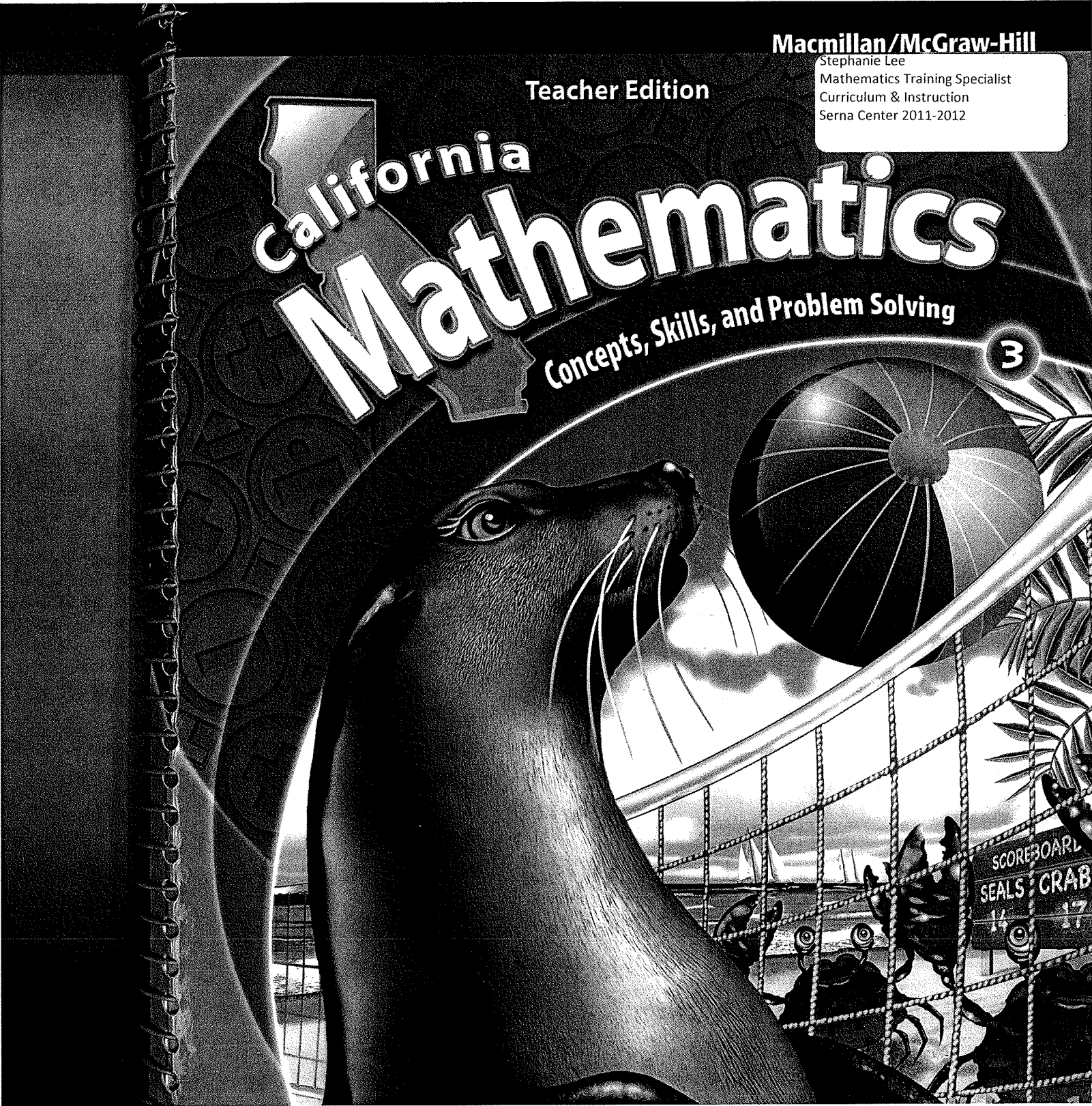
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Teacher Edition

California Mathematics

Concepts, Skills, and Problem Solving

3





Alignment with the Standards

California Mathematics Content Standards, Grade 3, Correlated to California Mathematics: Concepts, Skills, and Problem Solving, Grade 3

⚡ denotes Key standards

Standard	Text of Standard	Primary Citations	Supporting Citations
Number Sense			
1.0	Students understand the place value of whole numbers:	17-19, 22-30, 34-51, 70-73, 110-113	17-19, 24-25, 28-29, 34-41, 44-51, 68-81, 88-90, 93-95, 115, 120-121, 590-597, 602-606, 611-613, 646-647, 650-653
1.1	Count, read, and write whole numbers to 10,000	17-19	24-25, 28-29, 34-35, 38-35, CA4, CA5, CA6
1.2	Compare and order whole numbers to 10,000.	34-41	17-19, 44-51, CA4, CA6
⚡ 1.3	Identify the place value for each digit in numbers to 10,000.	22-30, 42-43	34-41, 44-51, CA4, CA5, CA6
1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	44-51, 70-73, 110-113	68-81, 88-90, 93-95, 115, 120-121, 590-597, 603-606, 611-613, 646-647, 650-653, CA5, CA6
⚡ 1.5	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).	24-30	594-597, 602-603, CA5, CA6
2.0	Students calculate and solve problems involving addition, subtraction, multiplication, and division:	20-21, 32-33, 65-69, 74-76, 82-87, 107-137, 155-159, 164-181, 184-189, 201-210, 214-227, 232-233, 251-281, 293-301, 304-319, 360-361, 396-397, 490-491, 512-513, 585-608, 614-615, 627-638, 640-653	70-73, 78-81, 88-90, 182, 211, 350-351, 432-433, 442-443, 585-587, 590-608, 614-615, 627-629, 640-641, 648-653
⚡ 2.1	Find the sum or difference of two whole numbers between 0 and 10,000.	20-21, 32-33, 65-69, 74-76, 82-87, 107-137, 490-491, 512-513, 588-589, 640-641	70-73, 78-81, 88-90, CA7, CA8, CA9
⚡ 2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10.	155-159, 164-181, 184-185, 189, 201-210, 214-227, 232-233	211, 182, 585-587, 590-608, CA9
⚡ 2.3	Use the inverse relationship of multiplication and division to compute and check results.	251-281, 293-301, 304-312, 318-319, 636-638, 642-644	640, 650-663, 614-615, CA7, CA9
⚡ 2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = _$).	585-587, 590-608, 614-615	442-443, CA7, CA9
2.5	Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = _$).	627-638, 642-649	640-641, CA8
2.6	Understand the special properties of 0 and 1 in multiplication and division.	186-188, 280-281	585-587, 627-629, CA8, CA9

Standard	Text of Standard	Primary Citations	Supporting Citations
2.7	Determine the unit cost when given the total cost and number of units.	314–317, 360–361, 650–653	350–351, CA2, CA3, CA8
2.8	Solve problems that require two or more of the skills mentioned above.	360–361, 396–397	350–351, 432–433, 648–649, CA9
3.0	Students understand the relationship between whole numbers, simple fractions, and decimals:	78–81, 88–95, 114–116, 509–511, 514–524, 526–539, 551–557, 572–573, 610–613, 650–653	512–519, 526–539, 551–565
3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).	509–511, 514–524	526–539, CA10
3.2	Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$).	526–539	514–519, 555, CA11, CA12
3.3	Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	78–81, 88–95, 114–116, 572–573, 610–613, 650–653	512–513, CA11, CA12
3.4	Know and understand that fractions are two different representations of the same concept (e.g., 50 cents is $1/2$ of a dollar, 75 cents is $3/4$ of a dollar).	566–571	551–565, CA11, CA12
Algebra and Functions			
1.0	Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve number relationships:	65–67, 138–141, 160–163, 182–183, 228–231, 320–327, 368–371, 404–407	65–66, 206–209, 214–227, 347, 355, 362–365, 522–524, 600–601
1.1	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	65–67, 138–141, 182–183, 320–327	600–601, CA13, CA15
1.2	Solve problems involving numeric equations or inequalities.	320–323	65–66, 522–524, CA13, CA14
1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \quad 3 = 12$, what operation symbol goes in the blank?).	138–141, 320–323	324–327, CA13, CA15
1.4	Express simple unit conversions in symbolic form (e.g., $_ \text{ inches} = _ \text{ feet} \times 12$).	368–371, 404–407	347, 355, 362–365, CA14, CA15
1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ? And if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).	160–163, 228–231	206–209, 214–224, 320–323, CA14, CA15
2.0	Students represent simple functional relationships:	212–213, 234–237, 302–303	157–159, 165, 168, 175, 178, 203–209, 212–213, 302–303, 314–317, 610–613
2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	234–237	212–213, 302–303, 314–317, 610–613, CA16, CA17, CA18
2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	212–213, 234–237, 302–303	157–159, 165, 168, 175, 178, 203–209, 360–363, CA16, CA17, CA18

Standard	Text of Standard	Primary Citations	Supporting Citations
Measurement and Geometry			
1.0	Students choose and use appropriate units and measurement tools to quantify the properties of objects:	341–349, 352–357, 362–371, 383–394, 398–407, 422–433, 442–443, 452–457	366–367, 385–388, 392–394, 398–401, 404–407, 419–421, 432, 450–453, 480–481
1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure length, liquid volume, and weight/mass.	341–349, 352–357, 362–365, 383–394, 398–403	366–367, 404–407, CA19
1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.	426–431, 442–443, 452–457,	480–481, 432, CA20, CA21
1.3	Find the perimeter of a polygon with integer sides.	422–425, 432–433	450–451, 419–421, CA16, CA17, CA18
1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	346–349, 354–357, 362–371, 404–407	352–353, 385–388, 392–394, 398–401, CA21
2.0	Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:	419–421, 434–441, 444–446, 448–449, 450–451, 605	419–421, 425–431, 441, 446, 444–447, 450–451, 539
2.1	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	419–421, 450–451	425, 431, CA22, CA24
2.2	Identify attributes of triangles (e.g. two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	434–436	441, 450–451, 539, CA22, CA23, CA24
2.3	Identify attributes of quadrilaterals (e.g. parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	438–441	419–421, 446, CA23, CA24
2.4	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.	434–441	426–431, CA24
2.5	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, and cylinder).	444–446	447, CA23
2.6	Identify common solid objects that are the components needed to make a more complex solid object.	448–449	444–446, CA24
Statistics, Data Analysis, and Probability			
1.0	Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:	471–479, 484–489, 492–497	471–483, 492–497
1.1	Identify whether common events are certain, likely, unlikely, or improbable.	484–489	492–497, CA26, CA27
1.2	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.	492–493	480–481, 495, CA25
1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).	471–479	483, 492–493, CA26, CA27
1.4	Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).	494–497	471–479, CA27

Standard	Text of Standard	Primary Citations	Supporting Citations
Mathematical Reasoning			
1.0	Students make decisions about how to approach problems:	<i>Used throughout the text.</i> For example, 20–21, 184–185, 480–481.	
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing, prioritizing information, and observing patterns.	20–21, 32–33, 128–129, 184–185, 212–213, 262–263, 274–275, 350–351, 390–391, 480–481, 490–491, 648–649	360–361, 366–367, 396–397, 426–427, 432–433, 512–513, 640–641, CA28, CA29
1.2	Determine when and how to break a problem into simpler parts.	360–361, 432–433, 448–453, 572–573, 640–641	350–351, 585–587, 627–629, 634–635, CA28
2.0	Students use strategies, skills, and concepts in finding solutions:	<i>Used throughout the text.</i> For example, 74–81, 222–224, 556–557.	
2.1	Use estimation to verify the reasonableness of calculated results.	74–81, 88–95, 426–431, 590–592, 602–608, 630–633, 640–641	110–121, 343–349, 354–357, 362–365, 442–443, 452–457, 594–597, 650–653, CA30
2.2	Apply strategies and results from simpler problems to more complex problems.	86–87, 492–493, 585–587, 600–601	155–159, 177, 186–189, 210, 225, 253–255, 264–271, 324–327, 343–345, 432–441, 444–453, 528–531, 536–539, 627–629, CA31
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	155–159, 203–209, 222–224, 251–261, 264–271, 341–342, 352–353, 396–397, 512–515, 526–527, 534–535, 564–565, 588–589, 634–635	22–23, 32–33, 68–69, 84–85, 107, 160–181, 184–185, 274–281, 302–303, 320–323, 426–431, 434–443, 490–497, 509–511, 551–552, 558–560, 566–567, 636–641, CA30
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	566–567	65–67, 228–231, 234–237, 324–237, 568–571, 642–644, CA31
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	68–73	383–388, 590–592, 630–633, CA31
2.6	Make precise calculations and check the validity of the results from the context of the problem.	130–137	78–81, 128–132, 134–137, 512–513, 642–644, CA31
3.0	Students move beyond a particular problem by generalizing to other situations:	<i>Used throughout the text.</i> For example, 120–121, 293–294, 494–497.	
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	120–121, 124–127	78–81, 324–327, 588, 589, 602–605, CA32, CA33
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	293–294, 551–552	86–95, 134–137, 295–306, 310–312, 341–342, 404–407, 448–449, 452–453, 512–513, 551–556, CA32, CA33
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	22–23, 201–202, 471–472, 494–497	293–294, 426–427, 484–487, 610–613, CA33

California English-Language Arts Content Standards for Grade 3

California Content Standards: English-Language Arts, Practice and Mastery is based on the English-Language Arts standards adopted by the California Department of Education. This chart below correlates the standards with the questions from each practice lesson.*

CALIFORNIA CONTENT STANDARDS: GRADE 3	Practice One	Practice Two	Practice Three	Practice Four
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.				
1.1 Decoding and Word Recognition: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	29, 30	29, 30	29, 30	29, 30
1.2 Decoding and Word Recognition: Decode regular multisyllabic words.	31, 32	31, 32	31, 32	31, 32
1.4 Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	26, 34, 35, 36	36, 37, 38, 39	26, 33, 40, 43	26, 33, 40, 43
1.5 Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).	37, 38	34, 35	34, 35	35, 36
1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.	10, 22, 27, 33	20, 26, 27, 33	10, 23, 27, 37	6, 27, 34, 37
1.7 Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.	28, 39	28, 40	28, 36	5, 25
1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	40, 41, 42, 43	21, 41, 42, 43	38, 39, 41, 42	38, 39, 41, 42
2.0 Reading Comprehension (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).				
2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	1, 9	1, 9	4, 15	9, 10
2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	2, 11	2, 7	1, 11	7, 16
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.	3, 8	3, 4	2, 14	1, 12
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.	4, 12	5, 13	3, 8	8, 21
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.	5, 6	6, 10	5, 7	2, 4
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.	7, 15, 16	8, 11, 15	6, 9, 12	3, 11, 14
2.7 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	13, 14	12, 14	13, 16	13, 15

*In each practice lesson, the questions are distributed across the standards to align with the California Standards Test blueprint.

CALIFORNIA CONTENT STANDARDS: GRADE 3	Practice One	Practice Two	Practice Three	Practice Four
3.0 Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).				
3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	17	16	17	22
3.2 Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	18, 20	17, 25	18, 22	18, 20
3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	19, 24	18, 24	19, 21	24, 28
3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.	25	23	20	23
3.5 Narrative Analysis of Grade-Level-Appropriate Text: Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	21	19	24	19
3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.	23	22	25	17
1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.				
1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	60	59	56	49
1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	54	45, 56	45	55
1.3 Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking.	44	44	44	51
1.4 Grammar: Identify and use subjects and verbs correctly in speaking and writing simple sentences.	52, 55	53	46, 55	50, 57
1.5 Punctuation: Punctuate dates, city and state, and titles of books correctly.	45, 49	46, 50	47, 48	44, 45
1.6 Punctuation: Use commas in dates, locations, and addresses and for items in a series.	48	47	49	46
1.7 Capitalization: Capitalize geographical names, holidays, historical periods, and special events correctly.	46, 47	48, 49	50, 51	47, 48
1.8 Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	50, 53	51, 63	53, 54	52, 53
1.9 Spelling: Arrange words in alphabetic order.	51	52	52	54
1.0 Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).				
1.1 Organization and Focus: Create a single paragraph:				
1) Develop a topic sentence.	56	54	60	62
2) Include simple supporting facts and details.	57, 63	55, 62	58, 61	60, 61
1.3 Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	59, 64, 65	57, 64, 65	59, 64, 65	58, 64, 65
1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	58, 61, 62	58, 60, 61	57, 62, 63	56, 59, 63
2.0 Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.				
Using the writing strategies of grade three outlined in Writing Standard 1.0, students:				
2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.	Writing Task Page 23	Writing Task Page 45		
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.			Writing Task Page 67	
2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.				Writing Task Page 89

California Mathematics Content Standards for Grade 4

California Content Standards: Mathematics, Practice and Mastery, Grade 4 is based on the mathematics content standards adopted by the California Department of Education. The chart below correlates the standards with the problems from each of the four practice units.

CALIFORNIA CONTENT STANDARDS: GRADE 4				
By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.				
NUMBER SENSE	Practice One	Practice Two	Practice Three	Practice Four
Standard Set 1:0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.				
1.1* Read and write whole numbers in the millions.	3, 15, 17	3, 11, 24	1, 5, 9	4, 16, 31
1.2* Order and compare whole numbers and decimals to two decimal places.	1, 20	18, 27	3, 20	19, 27
1.3* Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	8, 25	21, 29	13, 25	15, 25
1.4* Decide when a rounded solution is called for and explain why such a solution may be appropriate.	NA	NA	NA	NA
1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).	30	—	2	—
1.6 Write tenths and hundredths in decimal and fraction notations, and know the fraction and decimal equivalents for halves and fourths (e.g. $\frac{1}{2} = 0.5$ or $.50$; $\frac{1}{4} = 1\frac{3}{4} = 1.75$).	—	31	—	26
1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.	4	2	21	9
1.8* Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").	5, 6, 27	7, 14, 30	4, 16, 29	3, 6, 28
1.9* Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.	13, 16, 31	12, 16, 22	8, 27, 31	1, 17, 30
Standard Set 2:0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.				
2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.	21	1	15	2
2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.	12	—	18	—
Standard Set 3:0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.				
3.1* Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	7, 11, 14	4, 17, 25	12, 19, 23	8, 20, 22
3.2* Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.	9, 22, 24	8, 10, 19	11, 24, 30	7, 18, 23
3.3* Solve problems involving multiplication of multidigit numbers by two-digit numbers.	2, 18, 29	6, 13, 28	6, 17, 28	5, 10, 12
3.4* Solve problems involving division of multidigit numbers by one-digit numbers.	19, 23, 26	9, 23, 26	10, 14, 22	11, 14, 29
Standard Set 4:0 Students know how to factor small whole numbers.				
4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).	—	5	—	13
4.2* Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.	10, 28	15, 20	7, 26	21, 24

ALGEBRA AND FUNCTIONS	Practice One	Practice Two	Practice Three	Practice Four
Standard Set 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.				
1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).	34	36	34	34
1.2* Interpret and evaluate mathematical expressions that now use parentheses.	35, 37, 41, 45, 48	33, 34, 39, 40, 46	32, 38, 42, 48, 49	33, 39, 41, 43, 46
1.3* Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	32, 42, 44	35, 44, 48	33, 35, 46	35, 40, 49
1.4 Use and interpret formulas (e.g., area = length \times width or $A = lw$) to answer questions about quantities and their relationships.	49	37	36	48
1.5* Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.	38, 46	42, 47	44, 45	37, 45
Standard Set 2.0* Students know how to manipulate equations.				
2.1* Know and understand that equals added to equals are equal.	33, 39, 40	32, 41, 45	37, 40, 47	32, 42, 47
2.2* Know and understand that equals multiplied by equals are equal.	36, 43, 47	38, 43, 49	39, 41, 43	36, 38, 44
MEASUREMENT AND GEOMETRY				
Standard Set 1.0 Students understand perimeter and area.				
1.1 Measure the area of rectangular shapes by using appropriate units such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).	55	—	60	—
1.2 Recognize that rectangles that have the same area can have different perimeters.	—	61	—	52
1.3 Understand that rectangles that have the same perimeter can have different areas.	54	—	55	—
1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.	—	52	—	61
Standard Set 2.0* Students use two-dimensional coordinate grids to represent points and graph lines and simple figures.				
2.1* Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).	53, 59	54, 56	50, 56	53, 57
2.2* Understand that the length of a horizontal line segment equals the difference of the x-coordinates.	57, 60	51, 60	52, 58	54, 58
2.3* Understand that the length of a vertical line segment equals the difference of the y-coordinates.	51, 61	50, 57	54, 57	51, 55
Standard Set 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.				
3.1 Identify lines that are parallel and perpendicular.	50	59	51	50
3.2 Identify the radius and diameter of a circle.	58	53	59	56
3.3 Identify congruent figures.	52	—	—	60
3.4 Identify figures that have bilateral and rotational symmetry.	—	55	—	—
3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90° , 180° , 270° , and 360° are associated, respectively with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns.	—	—	53	—
3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.	56	—	—	59
3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.	—	58	—	—
3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	—	—	61	—

**Sacramento City Unified School District
District, State, and National Assessment Schedule 2012 - 2013**

STATE AND FEDERAL MANDATED ASSESSMENTS					
Program	Content Area/Subject	Grade	Testing Window		
CELDI					
Initial Identification	Listening, Speaking, Reading & Writing	K-12	Within 30 calendar days of enrollment		
Annual Assessment	Listening, Speaking, Reading & Writing	K-12	July 1-October 31, 2012		
CAHSEE	English-language Arts & Mathematics	12	July 24-25, 2012		
		12	October 2-3, 2012		
		11 & 12	November 6-7, 2012		
		12	December 8 & 15, 2012		
		11 & 12	February 5-6, 2013		
		10 Census & 12	March 12-13, 2013		
		10 Make-up & 12	May 14-15, 2013		
PFT	Aerobic Capacity, Body Composition, Upper Body Strength, Abdominal Strength, Trunk Strength & Flexibility	5, 7 & 9	February 1-May 1, 2013 (Baseline Data due by October 30, 2012)		
NAEP	Reading, Writing, & Mathematics	8 & 12	March 1, 2013 (Kit Carson) March 5, 2013 (John F. Kennedy)		
STAR Program					
CBT Pilot	Science Computer Based Testing	6, 9 & Biology	October 1-12, 2012		
Writing Tests					
CST & CMA	Writing Standards Tests	4 & 7	March 5, 2013 (Make-up March 6, 2013)		
EAP for CSU/CCC	Writing Essay	11	March 1 - 15, 2013		
Multiple-Choice Tests					
CST	English-language Arts (2-11), Mathematics (2-7, 7-11 EOC), Science (5, 8, 10, & 9-11 EOC), History-Social Science (8, 11), World History (9-11 EOC)	2-11	Wave 1: April 2-May 2, 2013 New Technology & Nonpublic Schools		
CMA	English-language Arts (3 - 11), Mathematics (3 - 7; Algebra I, 7 - 11; Geometry, (8-11), Science (5, 8, 10)	3-11, specific requirements	Wave 2: April 17-May 17, 2013		
CAPA	English-language Arts (2-11), Mathematics (2-11) and Science (5, 8, 10)	2-11, specific requirements	Traditional Calendar Schools		
STS	Reading/Language Arts (2-11), Mathematics (2-7, 8-11 Algebra I or Geometry)	2-11, specific requirements	The Language Academy Yav Pem Suab Academy		
DISTRICT CURRICULUM ASSOCIATES BENCHMARKS (CAB) FOR K-5, ELEMENTARY & MIDDLE SCHOOLS					
Practice 1-Pretest	English-language Arts & Mathematics	Grades 2-8 Grade 1	September 4-21, 2012 (Data Pull on October 1, 2012) December 3-21, 2012 (Data Pull on January 11, 2013)		
Practice 2	English-language Arts & Mathematics	Grades 2-8 Grade 1	November 26-December 7, 2012 (Data Pull on December 17, 2012) February 4-22, 2013 (Data Pull on March 1, 2013)		
Practice 3	English-language Arts & Mathematics	Grades 2-8 Grade 1	March 4-15, 2013 (Data Pull on March 25, 2013) April 1-19, 2013 (Data Pull on April 26, 2013)		
Practice 4 is Optional					
HIGH SCHOOL ASSESSMENTS (Coordinated at Each High School)					
Assessment	Content Area/Subject	Age/Grade	Test Date(s) Available	Webpage	
ACT	English, Mathematics, Reading, and Science	12	September 8, 2012	http://www.actstudent.org/	
			October 27, 2012		
			December 8, 2012		
			February 9, 2013		
			April 13, 2013		
CHSPE	English-language Arts & Mathematics	Age 16 or School Eligibility Verification	June 8, 2013	http://www.chspe.net/	
			October 20, 2012		
			March 16, 2013		
PSAT/NMSQT®	Critical Reading, Writing, and Mathematics	10	June 15, 2013 October 17, 2012	http://professionals.collegeboard.com/testing/	
SAT®	Critical Reading, Writing, and Mathematics	12	October 6, 2012		
			November 3, 2012		
SAT Subject Tests™	English, History, Mathematics, Science, and Foreign Language	12	December 1, 2012		
			January 26, 2013		
			March 9, 2013		
AP®	Authorized AP Subjects	11 & 12	May 4, 2013 June 1, 2013 May 6-10, 2013		
ACRONYMS					
AE	Adult Education	CELDI	California English Language Development Test	NAEP	National Assessment of Educational Progress
AP®	Advanced Placement	CMA	California Modified Assessment	PFT	Physical Fitness Test
CAHSEE	California High School Exit Examination	CST	California Standards Tests	PSAT/NMSQT®	Preliminary SAT/National Merit Scholarship Qualifying Test
CAPA	California Alternate Performance Assessment	CSU	California State University	STAR	Standardized Testing and Reporting
CCC	California Community Colleges	EAP	Early Assessment Program for CSU and CCC	STS	Standards-based Tests in Spanish
CHSPE	California High School Proficiency Examination	EOC	End of Course		



Unit of Study for English Language Arts

<h3 style="margin: 0;">Unit Title</h3> <hr style="width: 80%; margin: 0 auto;"/>		
Grade:	Topic: Broad content (for example: Animals)	Length of Unit: 1-6 weeks
Focus of Learning		
<p><u>Common Core Standards:</u></p> <p>ELD Standards/Language Objectives:</p>	<p><u>Students Who are College and Career Ready:</u> Highlight practices that will be attended to during this unit</p> <ol style="list-style-type: none"> 1. Demonstrate independence. 2. Build strong content knowledge. 3. Respond to the varying demands of audience, task, purpose, and discipline. 4. Comprehend as well as critique. 5. Value evidence. 6. Use technology and digital media strategically and capably. 7. Come to understand other perspectives and cultures. 	
<p><u>Enduring Understanding(s):</u> Students will understand that...</p> <p>These are specific inferences based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic, and allow them to transfer their learning to authentic performance tasks.</p>		
<p><u>Essential Questions:</u> These questions will guide student inquiry.</p> <p>These are thought-provoking questions that recur as students progress through their learning of this topic. These questions are framed to provoke and sustain student interest and inquiry. These questions do no yield a single answer, but produce different plausible responses.</p>		
Student Performance		
<p><u>Knowledge:</u> Students will understand/know...</p> <p>What key knowledge and concepts will students acquire as a result of this unit?</p>	<p><u>Skills:</u> Students will be able to...</p> <p>Lower Level: Required grade-level fluencies (word recognition, math facts)</p> <p>Higher Level: Students will be able to apply their understanding to authentic problem solving</p>	
Assessments (Attached)		
<p><u>Assessments:</u> pre-assessment, formative, and post-assessment/culminating task</p> <p>List assessments that will be use along with a brief description.</p>		



Unit of Study for English Language Arts

Learning Experiences (Lesson Plans Attached)	
<u>Lessons</u> Lesson 1: Title of lesson with brief description	<u>Materials</u> Lesson 1: List of materials needed for the lesson
Lesson 2:	Lesson 2:
Lesson 3:	Lesson 3:



Unit of Study Guide for Mathematics

Unit Title _____		
Grade:	Topic: Broad content (for example: Fractions)	Length of Unit: 1-6 weeks
Focus of Learning		
Common Core Standards:		Standards for Mathematical Practice:
<p>ELD Standards/Language Objectives:</p>		<p>Highlight practices that will be attended to during this unit</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
<p>Enduring Understanding(s): Students will understand that...</p> <p>These are specific inferences based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic, and allow them to transfer their learning to authentic performance tasks.</p>		
<p>Guiding Questions: These questions will guide student inquiry.</p> <p>These are thought-provoking questions that recur as students progress through their learning of this topic. These questions are framed to provoke and sustain student interest and inquiry. These questions do not yield a single answer, but produce different plausible responses.</p>		
Student Performance		
<p>Knowledge: Students will understand/know...</p> <p>What key knowledge and concepts will students acquire as a result of this unit?</p>		<p>Skills: Students will be able to...</p> <p>Lower Level: Required grade-level fluencies (word recognition, math facts)</p> <p>Higher Level: Students will be able to apply their understanding to authentic problem solving</p>
Assessments (Attached)		
<p>Assessments: pre-assessment, formative, and post-assessment/culminating task</p> <p>List assessments that will be used along with a brief description.</p>		



Unit of Study Guide for Mathematics

Learning Experiences (Lesson Plans Attached)	
Lessons Lesson 1: Title of lesson with brief description	Materials Lesson 1: List of materials needed for the lesson
Lesson 2:	Lesson 2:
Lesson 3:	Lesson 3:

Appendix C – OE 10.3

- Standards-based Pacing and Instructional Guides
- Course of Study
- ELA Common Core Unit of Study – Sample
- Math Common Core Unit of Study – Sample
- English Language Arts and Mathematics Common Core Gap Analysis

7th Grade ELA Differentiated Pacing Tool

The ELA Differentiated Pacing Tool is a guide for all middle school teachers to implement the minimum course of study to create consistency throughout the district.

- ✎ This guide provides the minimum course of study for ALL students (benchmark) including both interventions (strategic) and enrichment activities (advanced) that can be adjusted to meet the needs of your students.
- ✎ This guide also ensures that tested standards are covered prior to the administration of the CST's. All standards are listed, and the focus standards are in bold print.
- ✎ Most Writing Workshops need to be completed throughout the teaching of the Chapters. All Writing Workshops are scheduled with an extended time frame to ensure flexibility. The pacing is designed for 7th grade teachers to be prepared for the Writing Assessment in March.
- ✎ All selection tests for both HLLA (selection tests and writing assessments) and HH are available, but are optional. Quarterly assessments are required. Teachers may test during the last two weeks of the quarter which gives them flexibility in their schedule. In lieu of the 4th Quarter Test, the next grade level Diagnostic Test may be used to aid in placement.
- ✎ Listed in the teacher wraps in HLLA there are many optional resources to enrich the curriculum including audio, video, and fine art transparencies that are not formally listed.
- ✎ The poetry in Chapter 5 in HLLA is not part of the minimum course of study; therefore, it is not listed in the Differentiated Pacing Tool. Since poetry is on the CST's, it is recommended to include poetry as a component before the CST review.

HOLT Materials Abbreviations: TE – Teacher's Edition, HH – HOLT Handbook, HLLA – HOLT Literature and Language Arts, WLS – Writing, Listening, and Speaking, LPLD – Lesson Plans for Language Development, DLSS – Developmental Language and Sentence Skills, LSSP – Language and Sentence Skills Practice, IR – Interactive Reader, DSA – Diagnostic and Summative Assessments

Standards Abbreviations: WA – Word Analysis, RC – Reading Comprehension, LRA – Literary Response & Analysis, WOC – Written & Oral Conventions

Week	Standards	Strategic Prefeaching/Reaching	Benchmark Core	Advanced Extension/Enrichment
1	<p><u>Standards:</u></p> <p>Writing 1.0, 1.1, 1.2</p>	<p><u>Writing Workshop 6</u> LPLD pg. 264-265 HLLA TE pg. 684, 688 <u>Spelling TE Lesson 1</u> pg. 1</p>	<p><u>Process Writing Introduction</u> HLLA TE pp. 528-533 <u>Workshop 6</u> HLLA TE pg. 682-691 WLS pg. 112-116 <u>Spelling TE Lesson 1</u> pg. xxii-1, 93-95 <u>Spelling Lessons & Activities</u> pg. 1-2 <u>Assessment:</u> DSA Entry Level Assessment pg. 6-4 (section 3-4 optional)</p>	<p><u>Writing Workshop 6</u> HLLA TE pg. 688</p>
2	<p><u>Standards:</u></p> <p>WA 1.3 RC 2.1, 2.2, 2.3 LRA 3.2 Writing 1.3, 1.0, 1.2, 1.7, 2.0 Listening & Speaking 1.0, 1.2, 1.4-1.7, 2.0, 2.1</p>	<p><u>HLLA Chapter 1: (Introduction)</u> HLLA TE pg. 4 LPLD pg. 3 IR (TE) Transp. 1 <u>HLLA Chapter 1: (Duffy's Jacket)</u> HLLA TE pg. 8-9 <u>Writing Workshop 1:</u> WLS pg. 8, 9, Transp. 5-7 DLSS pg. 17-18 HLLA pg. 546, 549 <u>MW3:</u> HLLA TE pg. 700-701</p>	<p><u>HLLA Chapter 1: (Introduction)</u> TE pg. 4-5 IR pg. 1-11 LPLD pg. 3-4 <u>HLLA Chapter 1: (Duffy's Jacket)</u> TE pg. 6-14 IR pg. 12 LPLD pg. 5-8, 26 VD pg. 1 <u>Writing Workshop 1: (weeks 2-7)</u> LPLD pg. 249-251</p>	<p><u>HLLA Chapter 1: (Introduction)</u> HLLA TE pg. 4 <u>HLLA Chapter 1: (Duffy's Jacket)</u> HLLA TE pg. 9, 12 <u>Writing Workshop 1:</u> LSSP pg. 42-43, 44 HLLA pg. 551 WLS pg. 11, 20-21 <u>HH Chapter 2:</u> HH TE pg. 35-37, 43</p>

**Focus
Standard/
Objective**

Distinguish long-vowel sounds in orally stated single syllable words.

1R1.5a

Student Friendly Language

I know the long vowel sounds.

OPEN COURT OPPORTUNITIES

Lessons throughout Open Court
Begins in...

Unit 1 – Lesson 1

- Phonemic Awareness: Warming Up, Reviewing Sounds and Letters

Unit 4 – Lesson 7

- Phonics: Blending
- Phonics: Dictation/Word Building

Unit 7 – Lesson 1

- Spelling

**INSTRUCTIONAL STRATEGIES/
WORKSHOP ACTIVITIES**

- Picture Sorts
- Apples and Bananas Appendix p. 63
- Long-Vowel Says Game Unit 4, p. T238, p. T284
- Flip a Sound Unit 4, p. T216
- Intervention Guide, Phonemic Awareness Unit 1–2.
- Thumbs Up/Thumbs Down
- Long Vowel Chant:
 - Long A – Unit 4: Lesson 7
 - Long I – Unit 4: Lesson 10
 - Long O – Unit 4: Lesson 11
 - Long U – Unit 4: Lesson 15
 - Long E – Unit 5: Lesson 2

CST/BENCHMARK ASSESSMENT SAMPLE

See Guidelines for Observational Checklist Assessment.

Have students distinguish long-vowel sounds in the single-syllable words below. When students hear a long-vowel sound, ask them to show their thumbs up. If they don't hear a long-vowel sound, ask them to show their thumbs down.

bit rake pet road cup

kite top cube bat meat

STANDARDS PLUS OPPORTUNITIES

- Spelling L1-12

GRADE STANDARD/KNOWLEDGE

Prior: KR1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes.

Next: 2R1.2 Apply knowledge of basic syllabication rules when reading.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

COURSE OF STUDY

FOR

**1st YEAR ALGEBRA 1P & 2P
MAS001-MAS002 (High School)
MAS278 (Middle School)**

Segment	Middle and High School
Length of Course	Two Semesters
Developed by	District Committee
First Edition	
Second Edition	
Third Edition	Spring, 2003

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION APPROVED ON:

April 7, 2003

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"The Sacramento City Unified School District is committed in all of its activities, policies, programs and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status or age."

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Section I General Information

A. Course Description

This is a first year Algebra course in which students will learn to reason symbolically. The course is based on the California Mathematics Content Standards for Algebra and is a key course for success on the California High School Exit Exam. The key content includes writing, solving, and graphing linear equations and inequalities, including systems of two linear equations in two unknowns. Other key content includes writing, solving, and graphing quadratic equations. Quadratic equations may be solved by factoring, by completing the square, by graphing, or by application of the quadratic formula. The course begins the study of monomial and polynomial expressions, exponents, functions, rational expressions, ratio, and proportion. Much of the course covers abstract relationships and their manipulations, but equally important is the development of algebraic thinking and the application of these skills to a wide variety of problem-solving situations. Mathematical reasoning is extended to justifying steps in algebraic procedures and checking the validity of algebraic arguments.

B. Instructional Materials

The following instructional materials are recommended for use with this course:

- *Algebra 1, California Edition*, Prentice Hall, 2001

C. Assessment

End-Of-Course Examination

Students must pass the Sacramento City Unified School District's *Algebra 1 End of Course Examination* as part of the District's high school graduation requirement.

Chapter Tests

Benchmark Tests for Progress Monitoring

D. Course Outline and Suggested Average Time for Covering the Units

Unit 1: Variables, Expressions, and Properties	21 days
---	----------------

- Field properties of real numbers
- Reciprocals
- Roots and raising to a fractional power
- Exponent rules
- Inverse operations

Unit 2: Linear Equations and Inequalities	46 days
--	----------------

- Graph and solve linear equations and inequalities

- Graph and solve absolute value equations
- Graph and solve systems of linear equations and inequalities
- Derive linear equations from data points

Unit 3: Polynomials and Factoring **23 days**

- Factor second and simple third degree equations

Unit 4: Rational Expressions and Equations **13 days**

- Add, subtract, multiply and divide rational expressions
- Solve simple rational equations

Unit 5: Quadratic Equations and Inequalities **25 days**

- Solve quadratic equations by factoring
- Solve quadratic equations by completing the square
- Solve quadratic equations by using the quadratic formula
- Solve quadratic equations by graphing

Unit 6: Functions and Relations **10 days**

- Functional notation $f(x)$
- Domain, range
- Graphing

Unit 7: Problem Solving **13 days**

- Rate, work, and percent mixture problems
- Direct variation problems
- Problems involving quadratic equations
- Problems involving rational equations
- Problems involving polynomials
- Problems involving systems of equations

Unit 8: Mathematical Reasoning **18 days**

- Justifying the steps in an algebraic procedure
- Validating an algebraic argument

Suggested Total Teaching Time **172 days**

*Based on Prentice Hall, *Algebra 1, California Edition*. THE SEQUENCE AND TIME ALLOTMENT MAY BE ALTERED TO FIT DIFFERENT TEACHING SITUATIONS AND STRATEGIES.

SECTION II

COURSE UNITS - ALGEBRA

UNIT 1 - Variables, Expressions, and Properties

The rules of exponents are fundamental to an understanding of the exponential and logarithmic functions found later in Algebra II. Many students fail to cope with these topics because of their weak understanding of the rules of fractional exponents. The skills in the following standards must be stressed in an Algebra I class.

I. Algebra Content Standards Addressed

- 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
- 1.1 Students use properties of numbers to demonstrate whether assertions are true or false.
- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

II. Student Learning Objectives

Students will be able to:

- Compute with irrational numbers (2.0)
- Use the field properties in formal proofs (1.0)
- Relate the properties to the sets of real numbers (1.0)
- Apply the closure property on the operations of addition, multiplication, division, and subtraction over the real numbers. (1.0)
- Find the reciprocal and the opposite of a variable. (2.0)
- Find square and cube roots. (2.0)
- Simplify radicals. (2.0)
- Raise a number to integer exponents. (2.0)
- Raise a number to rational exponents. (2.0)

Prerequisites

- Students should know the field properties of and can compute with rational numbers.
- Students should use know operations such as taking the opposite, finding the reciprocal, finding a square root and raising to integer exponents.
- Students should understand negative exponents.



Curriculum Map
 Grades K-6
 DRAFT May 2013

Time frame	Unit of Study: Genre and Essential Questions & Enduring Understandings	Publication / Culminating Task	Standards (R,W,S&L, Language)	Reading Work (comprehension & genre strategies)	Reading Foundational Skills and Word Work	ELD: Language Focus	Benchmarks assessments, Formative Assessments, Rubrics	Content Connections/ Culturally Responsive Interdisciplinary Opportunities
Sept-								
October								
Nov-Dec								



Unit of Study

Explorations of Narrative Texts with a focus on Personal Narrative

Focus of Learning		
Grade: 4	Topic: Theme in Narrative Text and Personal Narrative Writing	Length of Unit: 6 weeks
Focus of Learning		
<p><u>Common Core Standards:</u></p> <p>Reading: Key Ideas and Details</p> <ul style="list-style-type: none"> ● *RL. 4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. <p>Writing: Text Types and Purposes</p> <ul style="list-style-type: none"> ● *W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ○ Use dialogue and description to develop experiences and events or show the responses of characters to situations. ○ Use a variety of transitional words and phrases to manage the sequence of events. ○ Use concrete words and phrases and sensory details to convey experiences and events precisely. ○ Provide a conclusion that follows from the narrated experiences or events. <p>Speaking and Listening: Comprehension and Collaboration</p> <ul style="list-style-type: none"> ● *SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ Come to discussions prepared having 		<p><u>Students Who are College and Career Ready:</u></p> <ol style="list-style-type: none"> 1. Demonstrate independence. 2. Build strong content knowledge. 3. Respond to the varying demands of audience, task, purpose, and discipline. 4. Comprehend as well as critique. 5. Value evidence. 6. Use technology and digital media strategically and capably. 7. Come to understand other perspectives and cultures.



Unit of Study

Explorations of Narrative Texts with a focus on Personal Narrative

read or studied required material;
explicitly draw on that preparation and
other information known about the topic
to explore ideas under discussion.

- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Language:

L.4.5.* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

ELD Standards/Language Objectives:

Enduring Understanding(s): Students will understand that...

- Good readers understand a message, lesson or moral of a story.
- We can learn about ourselves, others and the world through the experiences of characters in narratives.
- Narratives can have different genres, but they all tell a story.
- Narratives can be interpreted differently.
- Personal narratives describe the author's feelings about a significant event in their lives.



Unit of Study

Explorations of Narrative Texts with a focus on Personal Narrative

Essential Questions: These questions will guide student inquiry.

- Why doesn't the author just tell us what they want us to know?
- How do characters, setting, and plot contribute to the theme?
- How do our experiences help or hurt us in understanding the meaning of a text?
- What makes a personal narrative special

Student Performance

Knowledge: Students will understand/know...

- The theme is the statement an author is making
- Theme is the central message of a literary work
- Theme can be conveyed orally and visually
- Key Details support a Theme
- Narratives have story elements such as characters, setting and plot that contribute to the theme
- Character play a key role in the events of the story
- Character's perspectives have different influences on text
- Personal Narrative show and don't tell
- Personal Narratives are a snapshot of an author's life

Skills: Students will be able to...

- Inference
- Determine a theme and support with evidence
- Summarize a text
- Explain differences in narrative text
- Compare and contrast POV
- Distinguish between 1st and 3rd point of view and explain how that influences the text
- Analyze characters
- Make a connections between scenes in a movie and the text of the same story
- Discuss understandably with classmates about possible themes in text
- Use figurative language in writing

Assessments (Attached)

Assessments: pre-assessment, formative, and post-assessment/culminating task

Pre-Assessments:

RAN Strategy on Narratives

Culminating Assessments:

- Respond to Essential Questions (**Speaking and Listening**)
- Comparative Essay between the telling of "Cinderella" (**Reading**)
- Personal Narrative: Theme of your Life/Photo Essay (**Writing**) :

Other Assessments:

- Summary of Text
- Discussion/Literature Circle Observations
- Response Journal



Unit of Study

Explorations of Narrative Texts with a focus on Personal Narrative

- Weekly Test and Quizzes
- Pre/Post Test On Demand Narrative writing

Learning Experiences		
READING WORKSHOP: GOALS AND INSTRUCTIONAL FOCUS		
Reading Comprehension		Listening and Speaking
CCS: Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>(Refer to Reading Literature 4.2)</i>		CCS: Students will engage effectively in a range of collaborative discussions (one on one, in groups and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <i>(Refer to Standard Speaking and Listening 4.1)</i>
Week 1	Understanding Main Characters <ul style="list-style-type: none"> • Identify the main character • What the character does, says, thinks and what other characters say about that character • Why does the character do what they do? 	Developing Appropriate Attitudes and Behaviors for Discussion <ul style="list-style-type: none"> • Discuss situational appropriateness • Discuss what a good discussion looks like, sounds like and feels like (start to develop a rubric for quality discussion) • Why is discussion healthy? • How does discussion deepen your understanding?
Week 2	Exploring Character's POV <ul style="list-style-type: none"> • How does this character feel about other characters in the story? • Explore how character's perspectives can influence character's action 	Practicing Appropriate Attitudes and Behaviors for Discussion <ul style="list-style-type: none"> • Limit discussion to a timed period • Supporting your responses with evidence • Focus on Active Listening • Discussion is implemented consistently • Stop and reflect on what was discussed • How did the discussion flow (revise rubric) • Was everyone actively listening
Week 3	Analyzing Character to Character Influence <ul style="list-style-type: none"> • Is every character significant? • Can one character change the 	Listening to, and Learning From Peers <ul style="list-style-type: none"> • Response Journals • Focus on Digging Deeper by asking questions



Unit of Study

Explorations of Narrative Texts with a focus on Personal Narrative

	<p>actions of another character?</p> <ul style="list-style-type: none"> • How do authors use characters to contribute to the theme? 	<ul style="list-style-type: none"> • Share with peers understandings and question about text • Post to the concept board
<p>Week 4</p>	<p>Examining Mood</p> <ul style="list-style-type: none"> • How can a character change the mood of a story? • How does mood and setting work together to appeal to the reader? • How do authors establish mood? • How do authors use setting to contribute to the theme? 	<p>Listening to, and Learning From Peers</p> <ul style="list-style-type: none"> • Response Journals • Share with peers understandings and question about text • Clarifying and thinking with your peers • Post to the concept board
<p>Week 5</p>	<p>Visual cues and/or symbolism in text</p> <ul style="list-style-type: none"> • Author's use visuals or symbols that keep recurring in text to contribute to convey a message • In a story, authors convey a message symbolically (i.e. the bridge in the Bridge dancers (growing up), the gate in Escape (independence or freedom), the moon in Toto (curiosity can lead to trouble), and Ellen's disguise in Two Tickets to Freedom (deception for a good cause). 	<p>Reflecting on the Value of Conversation</p> <ul style="list-style-type: none"> • Peer evaluation of group discussion using the "fishbowl" technique • Rubrics will be given to each student evaluator to determine the quality of the discussion.
<p>Week 6 (Buffer)</p>	<p>Respond to essential questions and reteach as needed</p>	<p>Evaluating the Discussion: Self, Class and Teacher Evaluation</p>



Unit of Study

Explorations of Narrative Texts with a focus on Personal Narrative

Learning Experiences WRITING WORKSHOP: GOALS AND INSTRUCTIONAL FOCUS		
	Writing	Language
	<p style="text-align: center;">CCS:</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(Refer to Standard Writing 4.3)</i></p>	<p style="text-align: center;">CCS:</p> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>(Refer to Standard Language 4.5)</i></p>
Week 1	<p>Defining a Personal Narrative</p> <ul style="list-style-type: none"> ● Author’s message ● Mentor Text ● POV ● Compare and Contrast 	<p>Explain and Define Figurative Language</p> <ul style="list-style-type: none"> ● How Figurative Language Can Strengthen a Narrative
Week 2	<p>Identifying the Structure of a Personal Narrative</p> <ul style="list-style-type: none"> ● Sequence of Events ● Purpose of Each Event ● How Each Contribute to the Meaning ● Mentor Text <p>Choose an Event to Write About and determine the message you want to convey</p>	<p>Recognizing and Identifying Figurative Language in Mentor Text</p> <ul style="list-style-type: none"> ○ What does the author mean by _____? ○ How did you know that was figurative language? ○ How should we classify this use of figurative language? ○ How can you use the details in the text to understand figurative language?
Week 3	<p>Crafting a Personal Narrative</p> <ul style="list-style-type: none"> ● Sequencing the Events ● Show Don’t Tell – Descriptive Writing 	<p>Analyzing and Evaluating use of Figurative Language in Narrative text</p> <ul style="list-style-type: none"> ○ How did the author use figurative language? ○ Was it used effectively? Why or why not? ○ When is the best time to use figurative language? ○ How did the author’s use of language contribute to the theme?
Week 4	<ul style="list-style-type: none"> ● Transition Words ● Dialogue ● Mentor Text 	
Week 5	<p>Create the Personal Narrative</p> <ul style="list-style-type: none"> ● Examine Endings of Different Narratives; Compare and Contrast 	<p>Enhance your Personal Narrative with Figurative Language</p> <ul style="list-style-type: none"> ○ Identify sections of your memoir where figurative language can help the reader



Unit of Study

Explorations of Narrative Texts with a focus on Personal Narrative

Week 6 (Buffer)	<ul style="list-style-type: none">• Create Ending• Peer Examinations• Self-Revisions• Publish	<p>understand your feelings more clearly.</p> <ul style="list-style-type: none">○ Decide how you will make your emotions come alive with figurative language (refer to the mood chart)○ Try your examples with a partner to see if they get the message or meaning you want to convey○ Read your writing with your revisions to see if it strengthens your writing.
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Unit of Study

Introduction to Fractions

Grade: 4	Topic: Numbers and Operations: Fractions	Length of Unit: 12-17 days
Focus of Learning		
<p>Common Core Standards:</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Supporting Standards:</p> <p>Gain familiarity with factors and multiples.</p> <p>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a 1 multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>		<p>Standards for Mathematical Practice:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
<p>Enduring Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • two equivalent fractions are two ways of describing the same amount by using different-sized fractional parts. 		
<p>Guiding Questions: <i>These questions will guide student inquiry.</i></p> <ul style="list-style-type: none"> • How can I use what I know about whole numbers to help me better understand fractions? • How are fractions related to whole numbers? • How can I use different size pieces to create equivalent fractions? • How can equivalent fractions be identified? • Why are fractions important? • How do we compare fractions? • How are fractions used in real life? 		
Student Performance		
<p>Knowledge: <i>Students will understand/know...</i></p> <ul style="list-style-type: none"> • When comparing fractions, the whole must be the same. • Fractions can be represented as parts of a whole, parts of a set, parts of an area, as a measure, and as numbers on the number line. • The size or the amount of the whole matters when expressing relationships with fractions. • The more fractional parts used to make a whole, the smaller the parts. E.g. eighths are smaller than fifths. • Fractions with like numerators can be compared. • Fractions with like denominators can be compared. 		<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Build and manipulate fractions • Read, write, and label fractions • Identify fractions • Compare fractions • Represent fractions as parts of a whole, parts of a set, on a number line, as an area... • Generate equivalent fractions • Use equivalent fractions and to compare fractions with unlike denominators and in relationship to benchmark fractions



Unit of Study

Introduction to Fractions

<ul style="list-style-type: none"> Fractional parts can be equivalent without necessarily being congruent Fractions with the same whole can be compared. Equivalent fractions can be used to generate equal sized parts of the whole, or common denominators For equivalence the ratio must be kept constant How many pieces it takes to make a whole and each piece is a unit fraction. A whole number is a 1 multiple of each of its factors. 	<ul style="list-style-type: none"> Use visual fraction models to justify conclusions Recognize equivalent fractions Identify unit fractions Generate area models Find factor pairs for whole numbers 1-100. Determine whether a number is a multiple of one-digit number. Determine if numbers are prime or composite.
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Assessments *(Attached)*

Assessments: *pre-assessment, formative, and post-assessment/culminating task*

Pre-Assessment:

- Ready for More with Fractions

Formative Interim Assessment

- Mid-Unit Check (Use after Lesson 4)

Suggested Formative Assessments:

- Illustrative Mathematics 4.NF Explaining Fraction Equivalence with Pictures (Use after lesson 1)
- Smarter Balanced Sample Task: MAT.04.ER.3.000NF.F.210 (Use after lesson 2)
- Illustrative Mathematics 4.NF Comparing Two Different Pizzas (Use after lesson 2)
- Illustrative Mathematics 4.NF Running Laps (Use after lesson 5)
- Illustrative Mathematics 4.NF Listing fractions in Increasing Size (Use after lesson 6)
- Illustrative Mathematics 4.NF Using Benchmarks to Compare Fractions (Use after lesson 6)

Post Assessment: (Culminating Tasks)

- Picking Fractions

Learning Experiences *(Lesson Plans Attached)*

<u>Days</u>	<u>Lesson Sequence</u>	<u>Materials</u>
	<p>Pre-Assessment: Ready for More Fractions</p> <p>Lesson 1: Explore Parts of Whole <i>Students will know...</i></p> <ul style="list-style-type: none"> the size whole matters when expressing relationships with fractions the more fractional parts used to make a whole, the smaller the parts how many pieces it takes to make a whole and each piece is a unit fraction. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify, build, read, write, and label fractions 	<p>Suggested Formative Assessment:</p> <ul style="list-style-type: none"> Illustrative Mathematics 4.NF Explaining Fraction Equivalence with Pictures
	<p>Lesson 2: Sharing Equally <i>Students will know...</i></p> <ul style="list-style-type: none"> the size or the amount of the whole matters when expressing relationships with fractions the more fractional parts used to make a whole, the smaller the parts fractional parts can be equivalent without necessarily being congruent <p><i>Students will be able to...</i></p>	<p>Suggested Formative Assessment:</p> <ul style="list-style-type: none"> Smarter Balanced Sample Task: MAT.04.ER.3.000NF.F.210 Illustrative Mathematics 4.NF Comparing Two Different Pizzas



Unit of Study

Introduction to Fractions

	<ul style="list-style-type: none"> identify, build, read, write, and label fractions 	
	<p>Lesson 3: Benchmark Fractions <i>Students will know...</i></p> <ul style="list-style-type: none"> the size of the whole matters and be able to compare known fractions to benchmark fractions (0, 1/2, 1) <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify, build, read, write, label, and compare fractions 	<p>Suggested Formative Assessment:</p>
	<p>Lesson 4: Ordering Unit Fractions <i>Students will know...</i></p> <ul style="list-style-type: none"> the size of the whole matters when expressing relationships with fractions <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify, build, read, write, label, and compare fractions 	<p>Suggested Formative Assessment:</p>
	<p>Review and Assessment: Fraction Concepts Checkpoint <i>Students will...</i></p> <ul style="list-style-type: none"> propose, justify and communicate solutions 	<p>Interim Formative Assessment: Mid-Unit Check</p>
	<p>Lesson 5: Comparing Fractions with Common Denominators <i>Students will know...</i></p> <ul style="list-style-type: none"> when comparing fractions the whole must be the same, fractions can be represented as part of a whole, parts of a set, parts of an area, as a measure, and as a number on the number line fractions with like denominators can be compared. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify, build, read, write, label, compare, and represent (as part of a whole, parts of a set, parts of an area, as a measure, and as a number on the number line) fractions. use visual fraction models to justify conclusions. 	<p>Suggested Formative Assessment:</p> <ul style="list-style-type: none"> Illustrative Mathematics 4.NF Running Laps
	<p>Lesson 6: Comparing Fractions with Common Numerators <i>Students will know...</i></p> <ul style="list-style-type: none"> when comparing fractions the whole must be the same, fractions can be represented as part of a whole, parts of a set, parts of an area, as a measure, and as a number on the number line fractions with like numerators can be compared. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify, build, read, write, label, compare, and represent (as part of a whole, parts of a set, parts of an area, as a measure, and as a number on the number line) fractions use visual fraction models to justify conclusions. 	<p>Suggested Formative Assessment:</p> <ul style="list-style-type: none"> Illustrative Mathematics 4.NF Listing fractions in Increasing Size Illustrative Mathematics 4.NF Using Benchmarks to Compare Fractions
	<p>Lesson 7: Visual Representation of Equivalent Fractions <i>Students will know...</i></p> <ul style="list-style-type: none"> the more fractional parts used to make a whole, the smaller the parts; equivalent fractions are ways of describing the same amount by using different-sized fractional parts equivalence is preserved when equal-sized pieces are combined or broken into smaller equal-sized pieces. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> identify, compare, build, manipulate, generate equivalent fractions 	<p>Suggested Formative Assessment:</p>



Unit of Study

Introduction to Fractions

	<ul style="list-style-type: none"> • use visual fraction models to justify conclusions • generate area models 	
	<p>Lesson 8: Making Equivalent Fractions <i>Students will know...</i></p> <ul style="list-style-type: none"> • the more fractional parts used to make a whole, the smaller the parts • equivalent fractions are ways of describing the same amount by using different-sized fractional parts; equivalence is preserved when equal-sized pieces are combined or broken into smaller equal-sized pieces. <i>(e.g. $1/3 \times 2/2 = 4/6$ and $1/3 = 4/6$ because $2/2 = 1$)</i> • a whole number is a 1 multiple of each of its factors <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • identify, compare, build, manipulate, generate equivalent fractions use visual fraction models to justify conclusions • find factor pairs for whole numbers • determine whether a number is a multiple of a one-digit number • determine if numbers are prime or composite 	<p>Suggested Formative Assessment:</p>
	<p>Culminating Task: Picking Fractions</p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Picking Fractions Assessment

Resources

Massachusetts Department of Elementary and Secondary Education

<http://www.doe.mass.edu/candi/model/units/Mathg6-RatioRates.docx>

Georgia Department of Education

<https://www.georgiastandards.org/Common-Core/Pages/Math.aspx>

North Carolina Department of Public Instruction

<http://www.dpi.state.nc.us/acre/standards/common-core-tools/#unmath>

Smarter Balanced Assessment Consortium

<http://www.smarterbalanced.org/smarter-balanced-assessments/#item>

Illustrative Mathematics

<http://www.illustrativemathematics.org/>

Progressions for the Common Core State Standards in Mathematics

<http://ime.math.arizona.edu/progressions/>

Inside Mathematics

<http://www.insidemathematics.org/>

MARS tasks

<http://map.mathshell.org/materials/index.php>

ELA OPEN COURT GAP ANALYSIS

Grade Level: 3

Reading	Unit 1 Friendship		Unit 2 City/Wildlife		Unit 3 Imagination		Unit 4 Money		Unit 5 Storytelling		Unit 6 Country Life	
	Lit	Info	Lit	Info	Lit	Info	Lit	Info	Lit	Info	Lit	Info
Texts	5 Fiction 1 Non-Fiction		4 Fiction 2 Non-Fiction		5 Fiction 1 Non Fiction		5 Fiction 2 Non-Fiction		5 Fiction 2 Non Fiction		4 Fiction 2 Poetry 1 non-Fiction	
1	X	x	x	x	x	x	x	x	X	x	x	x
2	X	x	x	x	x	X	x	x	X	x	x	x
3	X	x	x	x	x	x	x	x	X	x	x	x
4	X	x	x	x	x	x	x	x	X	x	x	x
5	X	x	X	x	X	x	X	x	X	X	X	x
6	X	X	X	X	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X	X	X	X	X
8	NA	X	NA	X	NA	X	NA	X	NA	X	NA	X
9	X	X	X	X	X	X	X	X	X	X	X	X
10												
Writing	Unit 1 Friendship		Unit 2 City/Wildlife		Unit 3 Imagination		Unit 4 Money		Unit 5 Storytelling		Unit 6 Country Life	
	Autobiography		Expository (summary, book review, response to non-fiction, explanation, research report		Descriptive Poetry		Persuasive		Narrative		Personal Writing	
1 Opinion							x					x
2 Expository			x		x							
3 Narrative	x				x				X			X
4												
5												
6												
7 Research			x				x		x			
8												
9												
10												

Language	Unit 1 Friendship		Unit 2 City Wildlife		Unit 3 Imagination		Unit 4 Money		Unit 5 Storytelling		Unit 6 Country Life	
1												
a	x		X		x		x		x		x	
b	x				x		x				/	
c	x						X					
d	x						x		x		x	
e	x				x							
f	x				x		X					
g					x		x				x	
h							X					
i	X						x				x	
j							x		X			
k	X		X		x		x		x		x	
2												
a									x			
b											/	
c	x		X				x		X			
d												
E	x		X		x		x		x		X	
f	x		X		x		x		x		X	
g	x		/x		x		/x		X		x	
3												
A												
B												

Language cont.	Unit 1 Friendship		Unit 2 City Wildlife		Unit 3 Imagination		Unit 4 Money		Unit 5 Storytelling		Unit 6 Country Life			
4														
a	X		x		x		x		x		X			
b	X		x		x		x		x		X			
c					x		x		x		X			
d	X		x		x		x		x		x			
5														
a					x				x		x			
b					x		X							
c	X		x		x		/		x		X			
6	/		/		/		/		/		/			
Listening/Speaking	Unit 1 Friendship		Unit 2 City Wildlife		Unit 3 Imagination		Unit 4 Money		Unit 5 Storytelling		Unit 6 Country Life			
1														
a	X		X		X		X		X		X			
b	X		X		X		X		X		X			
c	X		X		X		X		X		X			
d	X		X		x		X		x		x			
2	/x		x		x		/x		/x					
3	X		x		x		x		X					
4														
a														
5	X		x		x		X		x					
6	X		/x		x		/x		/x					

Grade 2

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem

- Ch. 2 – Addition Strategies
- Ch. 3 – Subtraction Strategies
- Ch. 5 – 2-Digit Addition
- Ch. 6 – 2-Digit Subtraction

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.²

By end of Grade 2, know from memory all sums of two one-digit numbers.

- Ch. 2 – Addition Strategies
- Ch. 3 – Subtraction Strategies

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

- Ch. 2-4 – Adding Doubles
NOT SPECIFICALLY ADDRESSED IN TEXT

4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

- Ch. 8.3

5. Use repeated addition and counting by multiples to demonstrate multiplication.

- Ch 8.2, 8.3
- Ch 8.4 – 2s and 5s
- Ch 8.6 – 10s

6. Use repeated subtraction and equal group sharing to demonstrate division.

- Ch. 8.7 – Repeated Subtraction
- Ch. 8.8 – Equal Shares

Number and Operations in Base Ten 2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- 100 can be thought of as a bundle of ten tens — called a “hundred.”
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

- Ch. 1
- Ch. 10

2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s.

- Ch. 1.8 -1.10 – Skip count to 100
- Ch. 10.9 – Patterns with 10s and 100s

3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

- Ch 1.1 – 1.3
- Ch. 10.4

4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

- Ch. 10.7 – 10.8

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Ch. 1.2 – Place Value
- Ch 1.6, 1.7 – Order and Compare Numbers
- Ch. 2 – Addition Strategies
- Ch. 3 – Subtraction Strategies

- Ch. 5 – 2-digit Addition
- Ch. 6 – 2-digit Subtraction

6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

- Ch. 5.8 – Add 3 two-digit numbers

ADDING 4 NUMBERS NOT ADDRESSED

7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

- Ch. 13 – 3 Digit Addition
- Ch. 14 – 3 Digit Subtraction

7.1 Use estimation strategies in computation and problem solving with numbers up to 1000.

7.2 Make reasonable estimates when adding or subtracting.

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

- Ch. 13.1 – 13.3 – Adding Hundreds
- Ch. 14.1 – 14.3 – Subtracting

MENTAL MATH NOT ADDRESSED.

ADD/SUBTRACT 10 FROM A GIVEN NUMBER NOT ADDRESSED

9. Explain why addition and subtraction strategies work, using place value and the properties of Operations

NOT ADDRESSED IN TEXT

Measurement and Data 2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

- Ch 12.2, 12.3 – Standard measurement
- Ch. 12.5, 12.6 – Metric measurement

2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

NOT ADDRESSED IN TEXT

3. Estimate lengths using units of inches, feet, centimeters, and meters.

- Ch 12.2, 12.3 – Standard measurement
- Ch. 12.5, 12.6 – Metric measurement

3.1 Verify reasonableness of the estimate when working with measurements (e.g., closest inch). (CA-Standard NS 6.1)

4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

NOT ADDRESSED IN TEXT

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem).

NOT ADDRESSED IN TEXT

6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

NOT ADDRESSED IN TEXT

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

- Ch. 12.7
- TIME ONLY ADDRESSED TO THE ¼ HOUR

Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

- Ch. 12.10

8. Solve word problems involving **combinations of** dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

- Ch. 7

- Ch. 13.6, 14.6

Represent and interpret data.

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

NOT ADDRESSED IN TEXT

10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

- 4.2 – Picture Graphs
- 4.4 – Bar Graphs
- 4.5 – Different Ways to Show Data

Geometry 2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

- Ch. 11

STUDENTS ONLY ASKED TO RECOGNIZE, NOT DRAW THE SHAPES

Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

NOT ADDRESSED IN TEXT

3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *halves*, *thirds*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical

NOT ADDRESSED IN TEXT

Appendix D – OE 10.4

- STAR Data
- Curriculum Associates ELA Benchmark Results
- Curriculum Associates Mathematics Benchmark Results
- EAP Results
- College-Enrollment Data

Sacramento City Unified School District
 Standardized Testing and Reporting (STAR) - California Standards Test (CST) and California Modified Assessment (CMA)
 District Summary

Percent Proficient by Student Groups by Content

Student Groups	CST&CMA ELA (Grades 2-11)				
	2008	2009	2010	2011	2012
ALL STUDENTS	43	46	48	48	50
African American	32	35	34	35	40
American Indian	39	48	37	38	39
Asian	48	51	52	52	55
Filipino	60	62	66	65	67
Hispanic or Latino	33	37	41	40	42
Pacific Islander	33	38	37	36	41
White	61	64	66	66	68
Two or More Races			58	59	61
Socioeconomically Disadvantaged	34	37	40	40	43
Students with Disabilities	14	21	23	25	27
English Learners	16	18	19	21	23

Student Groups	CST&CMA Math Grades 2-7 and End-of-Course				
	2008	2009	2010	2011	2012
ALL STUDENTS	42	45	46	48	48
African American	28	32	33	35	37
American Indian	35	41	35	37	39
Asian	52	55	56	59	59
Filipino	53	61	58	64	62
Hispanic or Latino	35	38	40	42	41
Pacific Islander	33	35	39	39	39
White	53	57	58	59	59
Two or More Races			47	51	53
Socioeconomically Disadvantaged	38	40	41	44	44
Students with Disabilities	19	26	27	30	29
English Learners	29	31	32	37	38

Student Groups	CST&CMA Science Grades 5, 8 & 10 and End-of-Course				
	2008	2009	2010	2011	2012
ALL STUDENTS	35	37	40	43	47
African American	23	23	24	28	35
American Indian	35	39	39	39	31
Asian	42	45	45	49	54
Filipino	45	47	53	53	65
Hispanic or Latino	24	27	33	35	39
Pacific Islander	20	23	21	27	32
White	51	54	59	60	65
Two or More Races			47	51	58
Socioeconomically Disadvantaged	27	28	33	36	41
Students with Disabilities	10	15	18	23	25
English Learners	9	8	11	14	16

Student Groups	CST History/Social Science Grades 8 & 11 and End-of-Course World History				
	2008	2009	2010	2011	2012
ALL STUDENTS	33	38	40	43	44
African American	19	23	23	26	33
American Indian	31	46	32	33	25
Asian	39	47	48	51	51
Filipino	38	44	49	52	58
Hispanic or Latino	21	27	30	34	35
Pacific Islander	22	32	24	31	32
White	52	56	58	59	62
Two or More Races			46	51	54
Socioeconomically Disadvantaged	23	28	31	35	37
Students with Disabilities	7	8	7	8	9
English Learners	7	9	9	11	12

Last revised 11/07/12
 Data Source: STAR Datafiles
 Assessment, Research, and Evaluation

Curriculum Associate Benchmarks comparison for 2012-2013

2nd Grade - ELA	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Reading	44%	46%	60%
Word Analysis	40%	51%	58%
Writing Conventions and Strategies	34%	47%	50%
Writing Task	35%	46%	54%
Overall Exam	39%	48%	56%

6th Grade - ELA	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Reading	41%	42%	50%
Word Analysis	39%	45%	66%
Writing Conventions and Strategies	42%	49%	54%
Writing Task	43%	50%	56%
Overall Exam	41%	45%	54%

3rd Grade - ELA	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Reading	43%	55%	62%
Word Analysis	49%	55%	65%
Writing Conventions and Strategies	41%	48%	57%
Writing Task	38%	47%	54%
Overall Exam	43%	52%	61%

7th Grade - ELA	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Reading	62%	59%	54%
Word Analysis	49%	48%	61%
Writing Conventions and Strategies	54%	52%	47%
Writing Task	17%	30%	29%
Overall Exam	55%	54%	50%

4th Grade - ELA	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Reading	45%	44%	58%
Word Analysis	47%	52%	66%
Writing Conventions and Strategies	37%	39%	50%
Writing Task	41%	49%	53%
Overall Exam	42%	43%	56%

8th Grade - ELA	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Reading	51%	54%	61%
Word Analysis	40%	34%	61%
Writing Conventions and Strategies	46%	40%	42%
Writing Task	21%	30%	29%
Overall Exam	47%	46%	52%

5th Grade - ELA	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Reading	47%	49%	59%
Word Analysis	45%	56%	49%
Writing Conventions and Strategies	45%	48%	58%
Writing Task	44%	50%	52%
Overall Exam	46%	50%	57%

Curriculum Associate Benchmarks comparison for 2012-2013

Math - 2nd Grade	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Algebra and Functions	31%	56%	66%
Measurement and Geometry	48%	57%	60%
Number Sense	43%	54%	63%
Statistics, Data Analysis, and Probability	39%	71%	70%
Overall Exam	43%	56%	63%

Math - 6th Grade	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Algebra and Functions	48%	53%	52%
Measurement and Geometry	29%	40%	41%
Number Sense	41%	47%	50%
Statistics, Data Analysis and Probability	38%	38%	41%
Overall Exam	41%	46%	48%

Math - 3rd Grade	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Algebra and Functions	50%	55%	59%
Measurement and Geometry	37%	49%	52%
Number Sense	42%	50%	58%
Statistics, Data Analysis, and Probability	49%	59%	55%
Overall Exam	43%	52%	56%

Math - 7th Grade	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Algebra and Functions	36%	35%	42%
Measurement and Geometry	28%	31%	32%
Number Sense	36%	43%	52%
Statistics, Data Analysis and Probability	28%	35%	30%
Overall Exam	34%	37%	42%

Math - 4th Grade	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Algebra and Functions	46%	57%	64%
Measurement and Geometry	35%	33%	44%
Number Sense	47%	49%	57%
Statistics, Data Analysis and Probability	50%	47%	61%
Overall Exam	45%	48%	57%

Math - Algebra	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Functions and Rational Expressions	17%	21%	28%
Graphing and Systems of Linear Equations	26%	31%	45%
Number Properties, Operations and Linear Expressions	38%	44%	45%
Quadratics and Polynomials	21%	20%	32%
Overall Exam	26%	29%	38%

Math - 5th Grade	CAB 1	CAB 2	CAB 3
Standard / Cluster	District Average	District Average	District Average
Algebra and Functions	46%	50%	59%
Measurement and Geometry	36%	40%	44%
Number Sense	38%	46%	50%
Statistics, Data Analysis and Probability	37%	48%	44%
Overall Exam	40%	46%	51%

Early Assessment Program (EAP)

Sacramento City Unified District

All Students

Reported California Standards Test Enrollment in Grade 11:	3,013	County Name:	Sacramento County
Total Number Tested in EAP English and Math:	2,474	District Name:	Sacramento City Unified District
Total Number Tested in Selected Subgroup:	2,474	School Name:	---
		CDS Code:	34-67439-0000000

Early Assessment Program - 2011

Early Assessment of Readiness for College English	EAP	CST	Participation
Students Tested	2469	2850	87%
Ready for College	415	17%	
Did Not Demonstrate College Readiness on This Assessment	2020	83%	
Early Assessment of Readiness for College Mathematics (Algebra II)	EAP	CST	Participation
Students Tested	559	809	69%
Ready for College	43	8%	
Ready for College - Conditional	114	20%	
Did Not Demonstrate College Readiness on This Assessment	401	72%	
Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)	EAP	CST	Participation
Students Tested	638	875	73%
Ready for College	80	13%	
Ready for College - Conditional	404	63%	
Did Not Demonstrate College Readiness on This Assessment	154	24%	
Early Assessment of Readiness for College Mathematics (Total)	EAP	CST	Participation
Students Tested	1197	1684	71%
Ready for College	123	10%	
Ready for College - Conditional	518	43%	
Did Not Demonstrate College Readiness on This Assessment	555	46%	

California State University

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College Enrollment

College Enrollment Immediately After High School	2010	2011	2012
All Institutions	60%	66%	62%
2 year college	39%	39%	35%
4 year College	22%	27%	27%

2012 National Student Clearinghouse Report

Appendix E – OE 10.5

- Elective / Art / CTE Courses
 - List of Visual and Performing Art Classes
 - List of Elective Courses
- California Partnership Academies
- Linked Learning Pathways

Sacramento City Unified School District
Elective/Art/CTE Courses

Site	Code	Course Name	Elective	VAPA	CTE
505	AZS301	AG SCI 1	1		1
505	AZS302	AG SCI 2	1		1
525	BAS100	ARCH DESGN 1P	1		1
525	BAS101	ARCH DESGN 2P	1		1
510	BCF203	ADV CERAMICS P	1	1	
510	BCS210	CERAMIC ART 1P	1	1	
510	BCS211	CERAMIC ART 2P	1	1	
571	BJS101	FINE ARTS 1P	1	1	
571	BJS102	FINE ARTS 2P	1	1	
505	BNS300	CAMER COMP 1P	1	1	
505	BNS301	CAMER COMP 2P	1	1	
510	BNS310	FILM STUDIES 1P	1	1	
510	BNS311	FILM STUDIES 2P	1	1	
525	BTS211	CHRCTR & SCN 1P	1	1	
525	BTS212	CHRCTR & SCN 2P	1	1	
571	BXS217	CARTOON ART	1	1	
480	BXS222(M)	ADV ANIM 3	1	1	
510	BXS280	3-DIM ART 1P	1	1	
510	BXS281	3-DIM ART 2P	1	1	
525	BXS285	3-D ART 3	1	1	
525	BXS286	3-D ART 4	1	1	
571	BXS999	IND ART	1	1	
410	BZM178	FINE ARTS/ART	1	1	
410	BZM178(S)	INTRODUCTION TO FINE	1	1	
571	BZS001	ART 1	1	1	
571	BZS002	ART 2	1	1	
510	BZS003	ADV ART 3 P	1	1	
510	BZS004	ADV ART 4 P	1	1	
505	BZS007	ART 1P	1	1	
505	BZS007(Q1)	ART 1 P	1	1	
505	BZS008	ART 2P	1	1	
505	BZS008(Q1)	ART 2 P	1	1	
521	BZS010	AP ART 1	1	1	
521	BZS011	AP ART 2	1	1	
560	BZS014	STU ART BP 1P	1	1	
560	BZS015	STU ART BP 2P	1	1	
151	BZS078	ART	1	1	
515	CBS301	ACCT/FINAN 1	1		1
521	CBS420	BUS INFO TECH 1	1		1
521	CBS421	BUS INFO TECH 2	1		1
571	CPS200	KEYBOARD 1	1		1
571	CPS202	KEYBOARD 2	1		1
560	CWS100	MSWORD	1		1
530	CWS121	WEB DESIGN 1	1		1
530	CWS122	WEB DESIGN 2	1		1
535	CWS126(Q)	ILLUSTRATOR 1	1		1
535	CWS127(Q)	ILLUSTRATOR 2	1		1
521	CWS140	EAST LAB 1	1		1
521	CWS141	EAST LAB 2	1		1
571	CXS999	IND BUS	1		1
525	EDF250	PLA PRODCTN P	1	1	

Sacramento City Unified School District
Elective/Art/CTE Courses

Site	Code	Course Name	Elective	VAPA	CTE
200	EDM078	FINE ARTS/DRMA	1	1	
200	EDM778	THEATER (LA)	1	1	
510	EDS101	DRAMA 1	1	1	
505	EDS101(Q)	DRAMA 1(Q)	1	1	
510	EDS102	DRAMA 2	1	1	
505	EDS102(Q)	DRAMA 2 (Q)	1	1	
510	EDS212	CHRCTER & SCN 2P	1	1	
505	EJF240	NEWSPPR PUB	1		1
505	EJV220	YRBOOK DSG 1P	1		1
505	EJV221	YRBOOK DSG 2P	1		1
571	ELMN00	KINDERGARTEN	1		1
571	ELMN01	FIRST GRADE	1		1
571	ELMN02	SECOND GRADE	1		1
571	ELMN03	THIRD GRADE	1		1
571	ELMN04	FOURTH GRADE	1		1
571	ELMN05	FIFTH GRADE	1		1
571	ELMN06	SIXTH GRADE	1		1
431	EPM078	PUBLICATIONS	1		1
571	ERS270	READ PLEAS	1		
525	ESF230	FORENSCS/DEB P	1		
415	ESM078	INTR TO DEBATE	1		
495	EWM078	CREATVE WRITNG	1		
571	EWS101	CREATV WRTNG 1	1		
571	EWS102	CREATV WRTNG 2	1		
410	EXM178	TV PRODUCTION	1		1
410	EXM278	YEARBOOK	1		1
571	JDS211	CHILD DEV 1	1		1
571	JDS212	CHILD DEV 2	1		1
571	JXS999	IND FACE		1	
490	KCM078(Q)	CRAFTS	1	1	
525	KDF203	ADV ARCH DF	1		1
525	KDS201	BGN ARCH DF 1	1		1
525	KDS202	BGN ARCH DF 2	1		1
571	KGS201	BGN GRPH ART 1	1	1	1
490	KHM078(Q)	INTRO TO FINE ARTS/HO	1	1	
571	KXS999	IND IA	1	1	
571	KZS001	BGN CRAFTS 1	1	1	
571	KZS002	BGN CRAFTS 2	1	1	
571	KZS003	ADV CRAFTS	1	1	
530	MBS140	IB INF TEC GS 1			1
530	MBS141	IB INF TEC GS 2			1
138	MCM078	COMPUTER			1
490	MCM078(Q)	COMPUTER CONCEPTS			1
505	NAS110	MUS APPREC 1P	1	1	
505	NAS111	MUS APPREC 2P	1	1	
510	NBF230	JAZZ ENSEMBL P	1	1	
520	NBF250	MARCH BAND P	1	1	
495	NBM078	BEGNGG BAND-R	1	1	
410	NBM178	INTERM BAND-R	1	1	
151	NBM278	ADVNCED BAND-R	1	1	
510	NBS210	BAND 1P	1	1	

Sacramento City Unified School District
Elective/Art/CTE Courses

Site	Code	Course Name	Elective	VAPA	CTE
540	NBS210 (S)	BAND 1P scS	1	1	
540	NBS210(C)	BAND 1P scC	1	1	
510	NBS211	BAND 2P	1	1	
540	NBS211 (C)	BAND 2P scC	1	1	
540	NBS211 (S)	BAND 2P scS	1	1	
540	NDS100	DIGITAL MUSIC 1P	1	1	
540	NDS101	DIGITAL MUSIC 2P	1	1	
571	NGF200	BGN GUITAR	1	1	
571	NGF210	ADV GUITAR	1	1	
445	NGM078	BGN GUITAR-R	1	1	
420	NOM078	BGN ORCHSTR-R	1	1	
173	NOM178	INT ORCHSTR-R	1	1	
480	NOM278	ADV ORCHSTR-R	1	1	
510	NOS210	ORCHESTRA 1P	1	1	
510	NOS211	ORCHESTRA 2P	1	1	
510	NPS251	PIANO LAB 1	1	1	
510	NPS252	PIANO LAB 2	1	1	
540	NTF330	AP MUSIC 1	1	1	
540	NTS330	MUSIC THEORY AP	1	1	
525	NVF265	STAGE CHOIR P	1	1	
420	NVM078	VOCAL MUSIC-R	1	1	
495	NVM178	CHOIR-R	1	1	
510	NVS220	CONC CHOIR 1P	1	1	
510	NVS221	CONC CHOIR 2P	1	1	
571	NXS999	IND MUSIC	1	1	
420	NXV300	MUSIC STUDIO P	1	1	
495	NZM078	FINE ARTS/MUSC	1	1	
410	NZM178(S)	INTRODUCTION TO PERF	1	1	
510	PDS210	P.E. DANCE 1P	1	1	
510	PDS211	P.E. DANCE 2P	1	1	
510	PRS22N	LIFE GUARD TRAINING	1		1
510	PSF102	AFJROTC/P.E.	1		1
530	PSS100	NAVY DRIL 1 A	1		1
530	PSS101	NAVY DRIL 1 B	1		1
530	PSS104	NAVY DRIL 2 A	1		1
530	PSS105	NAVY DRIL 2 B	1		1
525	PSS200	MCJROTC/P.E. 1 A	1		1
525	PSS201	MCJROTC/P.E. 1 B	1		1
525	PSS202	MCJROTC/P.E. 2 A	1		1
525	PSS203	MCJROTC/P.E. 2 B	1		1
520	PXS001	CR JUS AC P.E. 1	1		1
520	PXS002	CR JUS AC P.E. 2	1		1
520	PXS003	CR JUS AC P.E. 3	1		1
520	PXS004	CR JUS AC P.E. 4	1		1
517	QBS300	BIOTECH 1P	1		1
517	QBS301	BIOTECH 2P	1		1
530	QES100	IB ENV SYS SL I 1	1		1
530	QES101	IB ENV SYS SL I 2	1		1
540	QGS201	GEOLOGY 1 HP	1		1
540	QGS202	GEOLOGY 2 HP	1		1
520	QHS102	HEALTH TECH III	1		1

Sacramento City Unified School District
Elective/Art/CTE Courses

Site	Code	Course Name	Elective	VAPA	CTE
520	QPS220	Applied Physics & Robotics	1		1
510	QSS211	HUMN AN/PHY 1P	1		1
510	QSS212	HUMN AN/PHY 2P	1		1
517	QSS215	H BIO/MED SCI 1P	1		1
517	QSS216	H BIO/MED SCI 2P	1		1
520	QXF240	AFJROTC SCI	1		1
510	QXF270	SCI LAB ASST	1		1
490	QXM078(Q)	PHOTOGRAPHY	1	1	1
540	QXS210	ENVIRN SCI 1P	1		1
530	ROF001	LAW & JUSTICE	1		1
530	ROF006	INTRO SOC JUST	1		1
530	ROF011	CRIM-SJ STUDIES	1		1
520	ROF013	Business Ops & Mgmt	1		1
520	ROF018	Business in a Global Econ	1		1
525	ROF034	AUTO TECH I	1		1
525	ROF039	AUTO TECH II	1		1
510	ROF063	EARLY CHILD DEV	1		1
520	ROF068	CAREERS IN EDUC	1		1
510	ROF070	CAREERS-CHILDR	1		1
535	ROF078	CPU ASST DESGN	1		1
510	ROF113	CULINARY	1		1
520	ROF133	COMPU GRAPHICS	1		1
510	ROF181	COM/BUS TECH	1		1
520	ROF185	BUS OFFICE PROF	1		1
520	ROF188	ROBOTICS	1		1
525	ROF189	ADVANCED ROBOTICS	1		1
540	ROF218	DIG IMAGING	1		1
520	ROF232	Entrepreneurship	1		1
510	ROF236	RETAIL SALES	1		1
530	ROF249	TV OCCUPATIONS	1		1
530	ROF252	RADIO PROD	1		1
530	ROF264	WDWK CAREERS	1		1
525	ROF265	CONST TECH	1		1
540	ROF266	CONST TECHN	1		1
525	ROF269	ROP Engineering Technolo	1		1
520	ROF290	VIS COM & GRAPH	1		1
540	ROF340	MASONRY OCCUP	1		1
530	ROF655	ADV DIGITA MEDIA	1		1
520	ROP016	PRINCIPLES OF FINANCE	1		1
520	ROP019	Ethics in Business	1		1
520	ROP050	ACCT CAREERS	1		1
509	ROP141	HLTH-SERV	1		1
505	ROP171	NURSRY LDNSCP/GROUN	1		1
505	ROP173	NURSRY LNDSCP/GROUN	1		1
540	ROP341	MASONRY OCCUPATIONS	1		1
535	ROP600(Q)	COMP ANIMATN	1		1
535	ROP603(Q)	ADV COMP ANIM	1		1
540	SDS110	ELT CRIM JUS 1P	1		1
540	SDS111	ELT CRIM JUS 2P	1		1
200	SLM078	LEADERSHIP	1		1
510	SLS001	LAW & EQTY I 1P	1		1

Sacramento City Unified School District
Elective/Art/CTE Courses

Site	Code	Course Name	Elective	VAPA	CTE
510	SLS002	LAW & EQTY I 2P	1		1
510	SLS003	LAW & EQTY II 1P	1		1
510	SLS004	LAW & EQTY II 2P	1		1
510	SLS005	LAW & EQTY III 1P	1		1
510	SLS006	LAW & EQTY III 2P	1		1
510	SLS007	LAW & EQTY IV 1P	1		1
510	SLS008	LAW & EQTY IV 2P	1		1
510	SXF240	AFJROTC SOCIAL	1		1
415	WHL014	ART (WHS)	1	1	
415	WHL016	HEALTH (WHS)	1	89	
431	WHL019	MEDIA PRODUCTION	1		1
510	YAF200	SCH ANNUAL	1		1
571	YBS200	NEWS PUBL 1	1		1
571	YBS201	NEWS PUBL 2	1		1
520	YBS420	INFO TECH 1	1		1
520	YBS421	INFO TECH 2	1		1
517	YCS000	COM COL 0 PER.	1		
510	YCS111	COM COL 1 PER.	1		
510	YCS222	COM COL 2 PER.	1		
510	YCS555	COM COL 5 PER.	1		
510	YCS666	COM COL 6 PER.	1		
151	YEX007	EXP WHEEL 7	1		
173	YEX008	EXP WHEEL 8	1		
032	YEX078	EXP WHEEL 7/8	1		
350	YEX078Q	EXPLORATORY WHEEL 7	1		
200	YEX701	TECHNOLOGY (LA)	1		
510	YGF200	STUDENT GOV	1		
571	YGS203	TRAFFIC SAFETY	1		
530	YHF200	HEALTH	1		
510	YHF210	AFJROTC HLTH	1		
517	YHF213	MED SCI III	1		1
517	YHF214	MEDICAL SCIENCE IV	1		1
510	YHJ001	INTRO TO ROBOTICS 1	1		1
510	YHJ002	INTRO TO ROBOTICS 2	1		1
517	YHS211	MED SCI II	1		1
510	YLS100	LEADRSHP 1P	1		
510	YLS101	LEADRSHP 2P	1		
530	YMS108	NAVY SCI 3A	1		
530	YMS110	NAVY SCI 3B	1		
530	YMS112	NAVY SCI 4A	1		
530	YMS114	NAVY SCI 4B	1		
525	YMS200	MC LEAD ED 1A	1		1
525	YMS202	MC LEAD ED 1B	1		1
525	YMS300	MCLEAD ED 2A	1		1
525	YMS302	MC LEAD ED 2B	1		1
525	YMS400	MC LEAD ED 3A	1		1
525	YMS402	MC LEAD ED 3B	1		1
525	YMS500	MCLEAD ED 4A	1		1
535	YOF202	OFFICE ASST	1		
571	YOF402	SCHOOL ASST	1		
410	YOM178	OFFICE HELP-R	1		

Sacramento City Unified School District
Elective/Art/CTE Courses

Site	Code	Course Name	Elective	VAPA	CTE
410	YOM278	SCHOOL ASST-R	1		
571	YOS100	YOU SERV 1	1		
200	YOS100(M)	YOUTH SERV 1	1		
571	YOS101	YOUTH SERV 2	1		
530	YPF201	PC&NETWRK SUP I	1		1
530	YPF202	PC&NETWRK SUPP II	1		1
431	YPM078	PRE ALGEBRA SUPPORT	1		1
431	YPS078	ALGEBRA SUPPORT	1		
540	YRS600	GREEN CAREERS	1		1
520	YTS200	Intro to Engineering	1		1
520	YTS210	Principles of Engineering	1		1
571	YXF105	COMP APP	1		1
520	YXF301	PEER TUTORING	1		
410	YXM078	MESA	1		
510	YXS120	INTERNET BAS 1	1		
510	YXS121	INTERNET BAS 2	1		
530	YXS240	VIDEO PROD 1	1		1
510	YZF201	HIGH SCH EXP	1		
520	ZAF202	FINE ARTS	1		
431	ZEF208(MS)	CAREER EXPLOR	1		1
540	ZWF200	VOC SURVEY	1		1
571	ZZS210	WORK EXP	1		1
510	ZZS216	VOC EXP LIV	1		1
			273		150

2012-2013 SCUSD California Partnership Academies

Pathway Lead Teacher	School	Pathways Name	Enrollment
John Fleming	HJHS	Johnson Corporate Business Academy	65
Vlastimil Krbecek	HJHS	Health and Medical Science Academy	54
Glenn Singley	HJHS	Technology Engineering Design Academy	52
Lynne Ruvalcaba	HJHS	Education and Leadership Academy	14
Michael Washington	HJHS	Law & Public Services Academy	105
Chris Herner	JFK	Criminal Justice & Community Service Academy	105
Dennis Plotts	JFK	Academy of Culinary Arts	94
Bennae Dillingham	CKM	Law & Public Services Academy	124
John McCumiskey	CKM	Criminal Justice Academy	77
Teresa Coatlopeuh	LBHS	Law and Social Justice	109
Total Enrollment			799

2012-2013

School	Pathway	Status
1. Arthur A. Benjamin Health Professions High School	Careers in Health Pathway	Certified – Sustaining
2. C.K. McClatchy High School	Criminal Justice Academy	Emerging
3. C.K. McClatchy High School	Law and Public Policy Academy	Developing
4. George Washington Carver School of the Arts and Science	Urban Sustainability Pathway	Developing
5. Hiram Johnson High School	Health and Medical Sciences Pathway	Developing
6. Hiram Johnson High School	Human and Legal Services Academy	Emerging
7. Hiram Johnson High School	Johnson Corporate Business Academy (CPA)	Certified
8. Hiram Johnson High School	Technology and Engineering Design Academy	Developing
9. Luther Burbank High School	Arts and Communication Pathway	Emerging
10. Luther Burbank High School	Law and Social Justice Academy	Emerging
11. Rosemont High School	Green Academy	Developing
12. Sacramento New Technology High School	School of Design	Certified – Sustaining
13. School of Engineering and Science	Engineering Pathway	Developing
14. The MET Sacramento	Big Picture School	Developing

Pathways listed above are established pathways receiving support from district staff.

15. John F. Kennedy High School	Design and Manufacturing Academy	Emerging
16. Rosemont High School	Energy, Science and Engineering Academy	Emerging
17. Rosemont High School	Sports Academy	Emerging
18. Rosemont High School	Creative and Performing Arts Pathway	Re-emerging

These pathways are not yet in operation, but are receiving support from district staff to open in 2013-14 school year.

Appendix F – OE 10.6

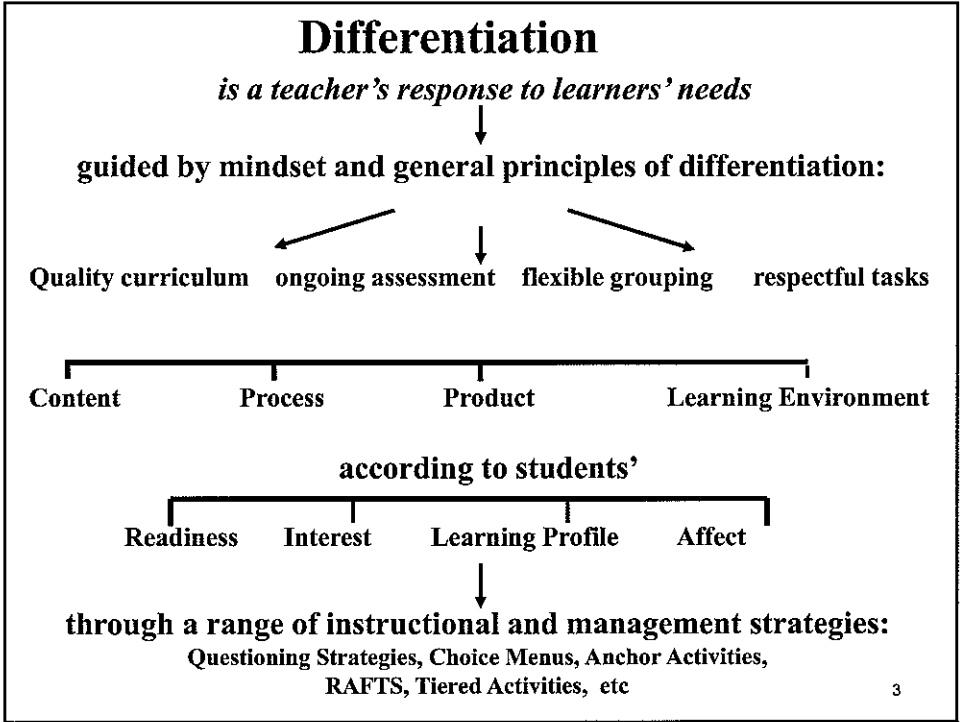
- Differentiated Instruction
- Culturally Responsive Teaching and Learning
- Quality Teaching for English Learners
- Teachscape Differentiation of Observation Tool Results
- Samples of Student Work
- Data Inquiry/Instructional Rounds Groups
- Data Inquiry Instructional Rounds Syllabus


Integrating Effective Instructional Strategies: Differentiated Instruction, CRT and SDAIE

January 29, 2013
3:30-5:30
Serna Center

Meeting diverse student needs


Teachers must *proactively* plan varied approaches to *what* students need to learn, *how* they will learn it, and/or how they will *show what they have learned* in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.



 Sacramento City Unified School District
Putting Children First

Where do I begin?


- Start with **Standards Interpretation**
- How do we get all students to have access to the standard and be able to demonstrate mastery in the standard?
- Anchor standards
- Progression of the standard through grade levels.

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Reading Standards for Informational Text


K-5 Standard 2

- Kindergarten: With prompting and support, identify the main topic and retell key details of a text.
- 1st grade: Identify the main topic and retell key details of a text.
- 2nd grade: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- 3rd grade: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 4th grade: Determine the main idea of a text and explain how it is supported by key detail; summarize the text.
- 5th grade: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

 Sacramento City Unified School District
Putting Children First

What do students need to do?

Determine the main idea of a text and explain how it is supported by key detail; summarize the text.



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Selected 4th grade text

We Are the Ship: The Story of Negro League Baseball

Written by Kadir Nelson

From "4th Inning: Racket Ball: Negro League Owners"


Sacramento City Unified School District
 Putting Children First

We are the ship: the story of Negro League Baseball

Most of the owners didn't make much money from their teams. Baseball was just a hobby for them, a way to make their illegal money look good. To save money, each team would only carry fifteen or sixteen players. The major league teams each carried about twenty-five. Average salary for each player started at roughly \$125 per month back in '34, and went up to \$500-\$800 during the forties, though there were some who made much more than that, like Satchel Paige and Josh Gibson. The average major league player's salary back then was \$7,000 per month. We also got around fifty cents to a dollar per day for food allowance. Back then you could get a decent meal for about twenty-five cents to seventy-five cents.

Some of the owners didn't treat their players very well. Didn't pay them enough or on time. That's why we would jump from team to team. Other owners would offer us more money, and we would leave our teams and go play for them. We were some of the first unrestricted free agents.

There were, however, a few owners who did know how to treat their ballplayers. Cum Posey was one of them. He always took care of his ballplayers, put them in the best hotels, and paid them well and on time. Buck Leonard said Posey never missed a payday in the seventeen years he played for the Grays.



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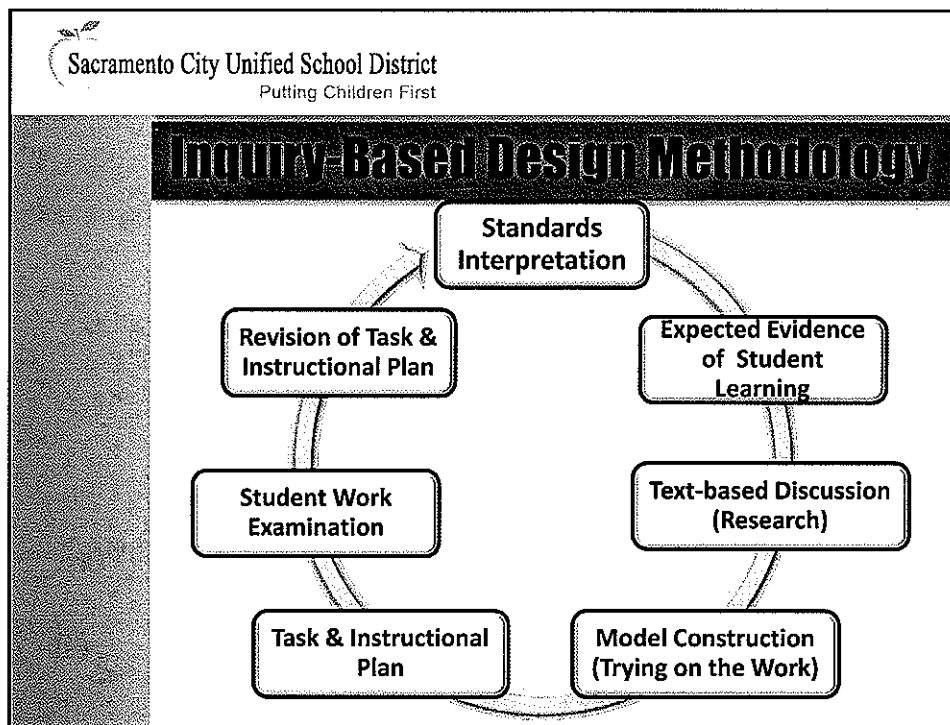
Organize your thinking


What do we want our students to do?	What do we need to teach them?

Sacramento City Unified School District
Putting Children First

Integrating Effective Instructional Strategies: Differentiated Instruction, CRT and SDAIE


February 27, 2013
3:30-5:30
Serna Center




Sacramento City Unified School District
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Standards Interpretation

- **Kindergarten**
Work with numbers 11–19 to gain foundations for place value.
- **First Grade**
Understand place value.
- **Second Grade**
Understand place value.
- **Third Grade**
Use place value understanding and properties of operations to perform multi-digit arithmetic.4
- **Fourth Grade**
Generalize place value understanding for multi-digit whole numbers.
- **Fifth Grade**
Understand the place value system.


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Standards Interpretation

- Using the “Understanding the Content Standard” matrix:
 - Paraphrase what the cluster is saying.
 - What is the big idea for that cluster?

Expected Student Evidence

- What will your exemplary student work look like?
- Using the matrix, fill in the third column with an example of exemplary student response or work.

Text-based Discussion

Brain storm what resources you have that can be used to further your understanding of the standards and how to support student learning.

This can include:

- Research-based text
- Assessments
- Lessons
- Activities

TEXT-BASED DISCUSSION

- McGraw-Hill Kindergarten TE
- Teaching Student-Center Mathematics (Van de Walle Professional Mathematics Series)
- www.ca.grKmath.com

Model Construction: Working on the Work

Show 12

Draw 12

Act out 12 with manipulatives

Explain 12 to a partner. How do you know what you have is 12?

Write 12

Task & Instructional Plan

- Pre-assessment
- Tiered Activities (responding to the pre-assessment)
- Formative Assessment
- Tiered Activities/Lessons
- Formative Assessment
- Capstone Task/Summative Assessment

Student Work Examination

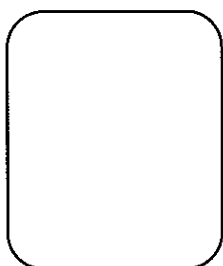
- Now we will look at four student samples
- Determine what the next steps are for that particular student based on what they have demonstrated on the pre-assessment.

Revision of Task & Instructional Plan

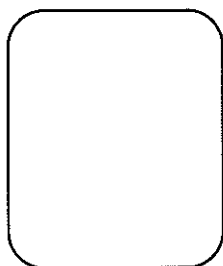
- Plan the tiered activities based on student evidence (our pre-assessment)
- Group students by their needs
- What activities are needed to move students forward in each group?

Revision of Task & Instructional Plan

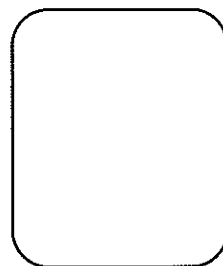
Reteach



On-grade Level



Extension



Nine Types of Adaptations to Meet the Needs of the Learner

*Center for School & Community Integration, Institute for the Study of Developmental Disabilities,
Indiana University, Bloomington, IN*

Richard Villa, Bayridge Consortium, Inc. 760-761-17

<p style="text-align: center;">Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>For example:</i> Reduce the number of social studies terms a learner must learn at any one time.</p>	<p style="text-align: center;">Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p><i>For example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p style="text-align: center;">Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</p>	<p style="text-align: center;">Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p style="text-align: center;">Output</p> <p>Adapt how the learner can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response; use a communication book for some students; allow students to show knowledge with hands-on materials.</p>
<p style="text-align: center;">Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations.</p>	<p style="text-align: center;">Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p><i>For example:</i> In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</p>	<p style="text-align: center;">Substitute Curriculum</p> <p>Provide different instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i> During a language test one student is learning computer skills in the computer lab.</p>

Differentiation of Instruction

Tomlinson, C. (1999) *The Differentiated Classroom*. Alexandria, VA: ASCD

Differentiation Instruction is a teacher's response to learners' needs guided by the following six general principles of differentiation

Good Curriculum
Respectful Tasks
Challenging Work
Flexible Grouping
Use of Assessments
Grading for Growth

Teacher can differentiate

Content
Process
Products
Affect
Learning Environment

Student Characteristics

Readiness
Interest
Learning Profile

Examples of Differentiated Instructional and Management Strategies

-multiple intelligences	-tiered lessons	-learning centers
-jigsaw	-tiered centers	-varied questioning strategies
-taped material	-tiered products	-interest centers
-anchor activities	-learning contracts	-interest groups
-varying organizers	-small-group instruction	-varied homework
-varied texts	-group investigation	-compacting
-varied supplementary materials	-orbitals	-varied journal prompts
-literature circles	-independent study	

Guide for Differentiated Instruction

Tomlinson, C. (1999) *The Differentiated Classroom*. Alexandria, VA: ASCD

Information, Ideas, Materials, Application	
Foundational	Transformational
<ul style="list-style-type: none"> -close to text or experience -expert idea and skill to similar or familiar setting -use key idea or skill alone -fundamental skills and knowledge emphasized -fewer permutations of skills and ideas 	<ul style="list-style-type: none"> -removed from text or experience -expert idea or skill to unexpected or unfamiliar setting -use key idea or skill with unrelated idea or skill -use but move beyond fundamental skills and knowledge -more permutations of skills and ideas
Representations, Ideas, Applications, Materials	
Concrete	Abstract
<ul style="list-style-type: none"> -hold in hands or hands-on -tangible -literal -physical manipulation -event based -event to principle -demonstrated and explained 	<ul style="list-style-type: none"> -hold in mind or minds on -intangible -symbolic or metaphorical -mental manipulation -idea based -principle without event -not demonstrated or explained
Resources, Research, Issues, Problems, Skills, Goals	
Simple	Complex
<ul style="list-style-type: none"> -use idea or skill being taught -work with no one or few abstractions -emphasizes appropriateness -requires relatively less originality -more common vocabulary -more accessible readability 	<ul style="list-style-type: none"> -combine idea or skill being taught with those previously taught -work with multiple abstractions -emphasizes elegance -requires relatively more originality -more advanced vocabulary -more advanced readability
Disciplinary Connections, Directions, Stages of Development	
Single Facet	Multiple Facets
<ul style="list-style-type: none"> -fewer parts -fewer steps -fewer stages 	<ul style="list-style-type: none"> -more parts -more steps -more stages
Applications, Insight, Transfer	
Small Leap	Great Leap
<ul style="list-style-type: none"> -few unknowns -relative comfort with most elements -less need to change familiar -requires less flexible thought -few gaps in required knowledge -more evolutionary 	<ul style="list-style-type: none"> -many unknowns -relative unfamiliarity with many elements -more need to change familiar elements -requires more flexible thought -significant gaps in required knowledge -more revolutionary

Guide for Differentiated Instruction Continued	
Solutions, Decisions, Approaches	
More Structured	More Open
-more directions or more precise directions -more modeling -relatively less student choice	-fewer directions -less modeling -relatively more student choice
In Process, In Research, In Products	
Clearly Defined Problems	Fuzzy Problems
-few unknowns -more algorithmic -narrow range of acceptable responses or approaches -only relevant data provided -problem specified	-more unknowns -more heuristic -wider range of acceptable responses or approaches -extraneous data provided -problem unspecified or ambiguous
Planning, Designing, Monitoring	
Less Independence	Greater Independence
More teacher or adult guidance and monitoring on: -problem identification -goal setting -establishing timelines -following timelines -securing resources -use of resources -criteria for success -formulation of a product More teacher scaffolding Learning the skills of independence	Less teacher or adult guidance and monitoring on: -problem identification -goal setting -establishing timelines -following timelines -securing resources -use of resources -criteria for success -formulation of a product Less teacher scaffolding Demonstrating the skills of independence
Pace of Study, Pace of Thought	
Slower	Quicker
-more time to work -more practice -more teaching and reteaching -process more systematically -probe breadth and depth	-less time to work -less practice -less teaching and reteaching -process more rapidly -hit the high points

Common Core for English Learners

Using juicy sentences in complex text to accelerate students' language development.

Presented by
Ramiro Hernandez, Julia Yang,
Veronica Crudo & Bonnie English

10/26/2012



Sacramento City Unified School District
Putting Children First

Objectives

OBJECTIVES

- Argue why ELs who are reading below grade level need access to complex text.
- Create a lesson in which you:
 - Choose juicy sentences
 - Teach Tier 2 words with shades of meaning
 - Facilitate instructional conversations with talk moves
 - (.5 training specialists) plan how to model and demo in classrooms.

10/26/2012

Common Core For English Learners

2

AGENDA

- 8:30 Welcome & Intro
- 9:00 CCSS & Complex Texts
- 10:00: What's a Juicy Sentence?
- 10:30 BREAK
- 10:45 Juicy Sentence Practice
- 12:00 LUNCH
- 1:00 Shades of Meaning
- 1:45 Talk Moves

10/26/2012

3


LEARNER-CENTERED PROBLEM

Intermediate ELs usually fluent in spoken English, but have difficulty in English literacy (reading 3 to 4 years below grade level), and cannot demonstrate full proficiency in English on the state's ELP test at that level.



10/26/2012

4



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Why make this text challenging for ELs?


David is class president at his high school. Each high school senior receives a book as a graduation gift. David has been asked by the school principal to select a photo book and layout for the pictures in the photo book that each senior will receive. *High School, Algebra*

Table Talk: *Based on your experiences with ELs, what issues do you see your students having with this task?*

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Why aren't ELs prepared to tackle complex text?



- **Belief that ELs require simplified materials:** such materials do not reveal how the language of academic discourse works!
- Students need access and support for learning the kind of English they must have to make any progress in school—**academic English**.
- Where would they get that? Only one place it can be accessed: in **complex written texts**.
- Complex texts make use of **grammatical devices and structures** that are frequent in informational and expository writing, but are either **infrequent or altogether absent in ordinary spoken language**.

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What makes this complex text?

David has been asked by the school principal to select a photo book and layout for the pictures in the photo book that each senior will receive.

How difficult is this sentence to interpret?
What makes it so?
Difficult or technical terminology?
Lack of clarity?
Cognitively demanding concepts?

10/26/2012

7

What makes this complex text?

David has been asked by the school principal to select a photo book and layout for the pictures in the photo book that each senior will receive.

A lot of information crammed into it:

- The school principal asked David to do something.
- This happened earlier.
- There are pictures.
- The something was to select a photo book and layout for pictures.
- Each senior will receive a photo book.

10/26/2012

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What makes this complex text?

David has been asked by the school principal to select a photo book and layout for the pictures in the photo book that each senior will receive.

Grammatical features:

- structure of ASK: X asks Y to VP
- present perfect aspect (an event that occurred previously to now, but is relevant to the narrative NOW).
- passive construction
- complex overstuffed NP: [*layout [for the pictures [in the photo book [that each senior will receive]]]]*]

10/26/2012

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Complex Texts across the Disciplines



- We've been considering the language of a math problem
- You got just a glimpse of what academic language is like. That's just one form. There are other types
 - the language of literature
 - the language of social studies & history
 - the language of science, etc.
- Each exploits a somewhat different set of devices and structures, and each has its own distinctive way of packaging up information.

10/26/2012


10


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Why do we have to learn complex texts in language courses?

- Why is complexity necessary or even desirable? Aren't simple texts better and easier to understand? Why make things more difficult for kids to understand?
- Fact is—texts can be kept simple only up to a point.
- The ones used in the early years of school, when children are *learning to read* are kept simple.
- Beginning in the fourth grade, when children should be *reading to learn*, **texts provide access to subject matter and information. They cannot be kept simple.**

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Why do we have to learn complex texts in language courses?


- Complex texts provide the only reliable access students can get to academic language—it puts students in a position to learn it.
- Simplified texts, on the other hand, which may be easier to read, are written in language that makes little use of the grammatical structures or expressive devices that figure in complex texts, offer no such access or exposure.
- Interacting with complex texts and noticing how language is used in them is the way anyone learns such language.

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Composing Simple and Complex Text

My Book About Abraham Lincoln
Vs.
Lincoln: A Photobiography



ABRAHAM LINCOLN


- What content are students learning from each text?
- How much background knowledge do students need to make sense of each text?
- What are some of the features of academic language that you notice in the complex text that are absent in the simplified text?
- Which one would you want students using as a mentor text for writing?

10/26/2012

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How Would You Respond?



- A teacher at your school says "My intermediate EL kids can't read that complex text. Why should I use that instead of using leveled readers."
- Science teacher says – "I don't have my kids read the science books, I just show powerpoints with the main ideas."

10/26/2012

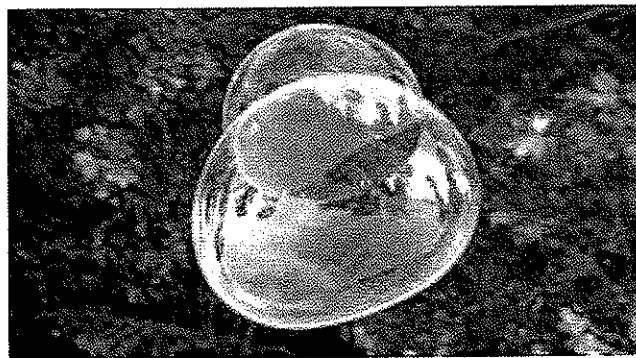
14

What's a Juicy Sentence

- Jot some notes about what you've seen so far about what makes a juicy sentence?

10/26/2012

15



Only way to teach academic language is by looking at complex texts.

10/26/2012

16

How to Choose “Juicy” Complex Excerpts and Sentences:

- 1. Excerpt must be tied closely to the Essential Question you are exploring. It must push the content and the concept. Since you will be spending some time exploring how the sentence unfolds and probing for meaning, selecting a “juicy” excerpt that uncovers key ideas as well as the language that frames these ideas is key to your selection.**
- 2. Sentence with layered academic Tier 2 vocabulary. Often, key ideas/concepts reside within these words and they carry content and meaning to the larger excerpt. New vocabulary would need instructional conversations to uncover meaning and to help students understand the power and intent in the choice of these academic words.**
- 3. Sentence that are long and embedded with main and dangling clauses, parts, phrases. Complex texts often are embedded with complex syntax that students might find difficult to navigate. Instructional conversations that help students uncover how the sentence unfolds, how to unpack meaning, and ultimately how to map meaning back to text are key to comprehension.**
- 4. Sentences with figurative language that merits attention. Helping students demystify figurative language not only for its meaning but why and how it works vis a vis the concept embedded in its use.**
- 5. Sentences with content specific language functions with interesting phrasal frames, cohesive devices, phraseology that merit attention. Specific content specific language functions of cause and effect, compare and contrast, hypothesizing, etc should be charted for further reference when reading and writing.**

Goals for Productive Discussions and Nine Talk Moves

Goal: Individual students share, expand and clarify their own thinking

1. Time to Think:

Partner Talk

Writing as Think Time

Wait Time

2. Say More:

"Can you say more about that?" "What do you mean by that?" "Can you give an example?"

3. So, Are You Saying...?:

"So, let me see if I've got what you're saying. Are you saying...?" (always leaving space for the original student to agree or disagree and say more)

Goal: Students listen carefully to one another

4. Who Can Rephrase or Repeat?

"Who can repeat what Javon just said or put it into their own words?" (After a partner talk) "What did your partner say?"

Goal: Students deepen their reasoning

5. Asking for Evidence or Reasoning:

"Why do you think that?" "What's your evidence?" "How did you arrive at that conclusion?"
"Is there anything in the text that made you think that?"

6. Challenge or Counterexample:

"Does it always work that way?" "How does that idea square with Sonia's example?"
"What if it had been a copper cube instead?"

Goal: Students think with others

7. Agree/Disagree and Why?:

"Do you agree/disagree? (And why?)" "Are you saying the same thing as Jelya or something different, and if it's different, how is it different?" "What do people think about what Vannia said?"
"Does anyone want to respond to that idea?"

8. Add On:

"Who can add onto the idea that Jamal is building?"
"Can anyone take that suggestion and push it a little further?"

9. Explaining What Someone Else Means:

"Who can explain what Aisha means when she says that?" "Who thinks they could explain in their words why Simon came up with that answer?" "Why do you think he said that?"

Teacher: (after something unexpected happened in a science lesson on water displacement)

So, why do you think that happened? What's your explanation?

[No hands, no responses, 25 blank faces.]

[The teacher waits 10 seconds, still nothing.]

Teacher: Okay, turn and talk to the person next to you for a minute. Then I'll ask the question again.

After 30-60 seconds, many students will have something to say. Now, the teacher can be strategic about selecting which students are to talk. Perhaps a shy student or an ELL student has something to say, and because everyone has been thinking about this question, all are interested and primed to hear it.

Goals for Productive Discussion

"Some of my students won't talk. It seems like the same few always dominate."

"My students love to talk, but don't listen to each other."

Productive discussions do not just happen. Teachers need to guide students in practicing new ways of talking, reasoning, and collaborating with one another. Many students are unaccustomed to explaining their ideas in detail and depth with evidence. Many are not accustomed to listening carefully, with interest and respect, to the thinking of their peers.

Four necessary and foundational goals underpin academically productive discussions:

Goal One: Help Individual Students Share, Expand, and Clarify Their Own Thoughts

If a student is going to participate in the discussion, he or she has to share thoughts and responses out loud in a way that is understandable to others. If only one or two students can do this, you do not have a discussion—

you have a monologue or, at best, a dialogue between the teacher and a student.

Goal Two: Help Students Listen Carefully to One Another

Students need to listen to others and try to *understand them* in order to contribute to the discussion. Your ultimate goal involves helping students to share ideas and reasoning. It is not enough to hear a series of students giving their own unconnected thoughts one by one. Students need to hear and understand the ideas of others.

Goal Three: Help Students Deepen Their Reasoning

Even if students express their thoughts and listen to others' ideas, the discussion can fail to be academically productive if it lacks solid and sustained scientific reasoning. Most students are not skilled at pushing to understand and deepen their own reasoning. Therefore, a key role of the teacher is to continuously and skillfully press the students for reasoning and evidence.

Goal Four: Help Students Engage with Others' Reasoning

The final step involves students actually taking up the ideas and reasoning of other students and responding to them. This is when the discussion can take off and become exhilarating for students and teachers alike.

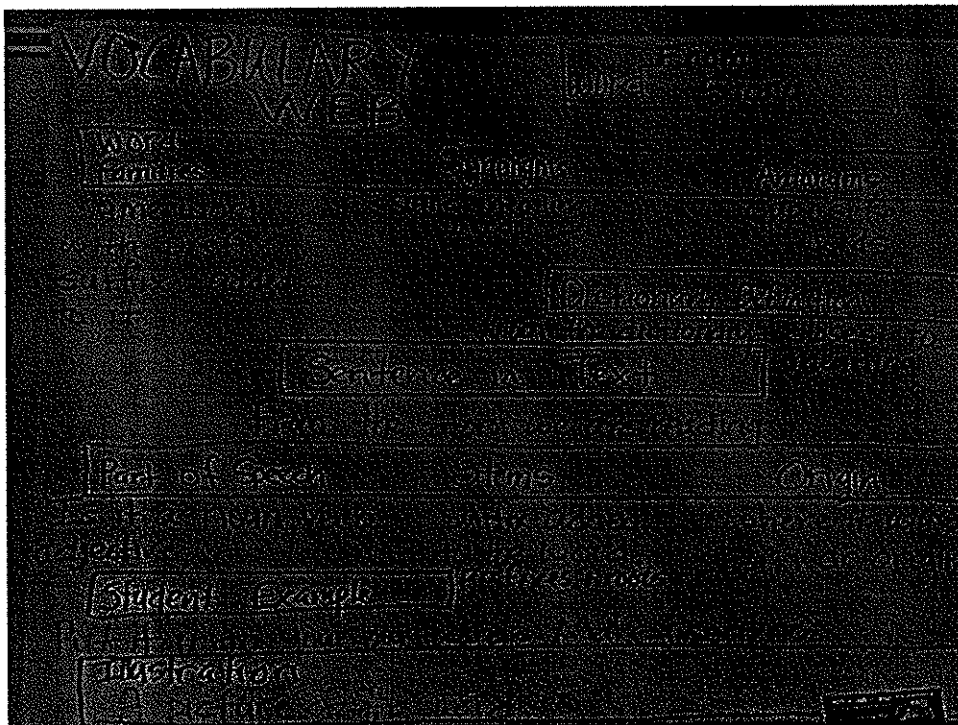
These four goals are critical in promoting discussions that lead to greater learning. Unless students are developing new and expanded ways of talking and arguing, and new ways of listening and attending to the thinking of their peers, using evidence and data to support their claims, the talk may remain superficial and fail to lead to robust learning.

2012-2013

Gifted and Talented Handouts

Vocabulary Web

- Stems
- Origins
- Families
- The following Vocabulary Web was made by Linda Vigeano 2nd Grade teacher at Martin Luther King, Jr., K- 8 School to help her students understand it better. She called it a "Helper Sheet."



WORD FAMILIES

Word families are the words in the same family or other words that use one or more of the same stems

WORD articulation vb.

Word Families

articulate adj.
articulated n.
articular adj.
articulacy n.
articulable adj.

articulately adv.
articulating adv.
articulativeness n.
articulator n.
rearticulate vb.

Part of Speech

* Write as it is
used in the story.

Stems

tion, art,
ar, ate,

Democracy STEMS

- The STEMS of a word are the smaller words and pieces of words from which the larger word is made.

Democracy

Smaller words

Pieces of words

Prefixes

Suffixes

Root

cracy

dem, demo

Root word / Stem / Base

- Word: **democrat** : According to Kim Chandler
- • Root word/Latin root = Stem : parts of a word that have meaning
demo dem crat
- • Base word : A base word is a word that can stand alone.
demo
- • Word Families: Different forms you can make with a base word, stem, or root word.
- demo democratic democracy democrat

ORIGIN Where the word was born

- Students should write the origin of the word (Latin, French, Greek, etc.).
- **Caution:** It probably won't say Origin in the dictionary listing.
- < L articulātus, past participle of articulāre to divide into distinct parts. See article, -ate¹
- **Origin** (Write the origin version of the word)

Latin *articulatus*

Name _____ Date _____

Activity



Vocabulary Web

Word _____

20 Points Directions: Complete the Vocabulary Web for the word assigned to you.

Word Families	Synonyms	Antonyms
---------------	----------	----------

Word families are the words in the same family or other words that use one or more of the same stems.

Words that mean the same. Words that are opposite.

Dictionary Definition

Copy the definition from the dictionary or glossary.

Sentence in Text

Copy the sentence from the selection we are reading that uses the vocabulary word.

Analysis

Part of Speech	Stems	Origin
----------------	-------	--------

noun verb, etc. as it is used in the story. The smaller words and pieces from larger words including, roots, bases, prefixes, and suffixes.

Where the word was born. Write the original word.

Student Example

Write your own sentence using the new word in a sentence.

Name _____ Date _____

Activity



Vocabulary Web

Word _____

Directions: Complete the Vocabulary Web for the word assigned to you.

Word Families	Synonyms	Antonyms
----------------------	-----------------	-----------------

Dictionary Definition

Sentence in Text

Analysis

Part of Speech	Stems	Origin
-----------------------	--------------	---------------

Student Example

Literature Web

<p>Key words</p> <p>words important to the story</p> <p>words that are new</p> <p>words that you think are interesting or exciting</p>	<p>Feelings/Evidence</p> <p>how the story makes you feel</p> <p>How does the character feel?</p> <p>What happens in the story that you do know how to feel?</p> <p>Evidence/clues</p>
<p>Ideas</p> <p>What's happening in the story - does it change?</p> <p>the plot, the main idea</p>	<p>Images/Symbols</p> <p>What pictures can you visualize as you read?</p> <p>What words did you use to create the picture?</p> <p>sensory words</p>
<p>Structure</p> <p>How the story is written. The genre: poem, fiction, nonfiction, expository text</p>	

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Literature Web - Fine tuned

- **Key Words** What were some words you really liked or thought were really important, interesting, or exciting?
- **Important:**
Ask **Why** a student chose the word.
Write the **page number** where it was found if applicable.



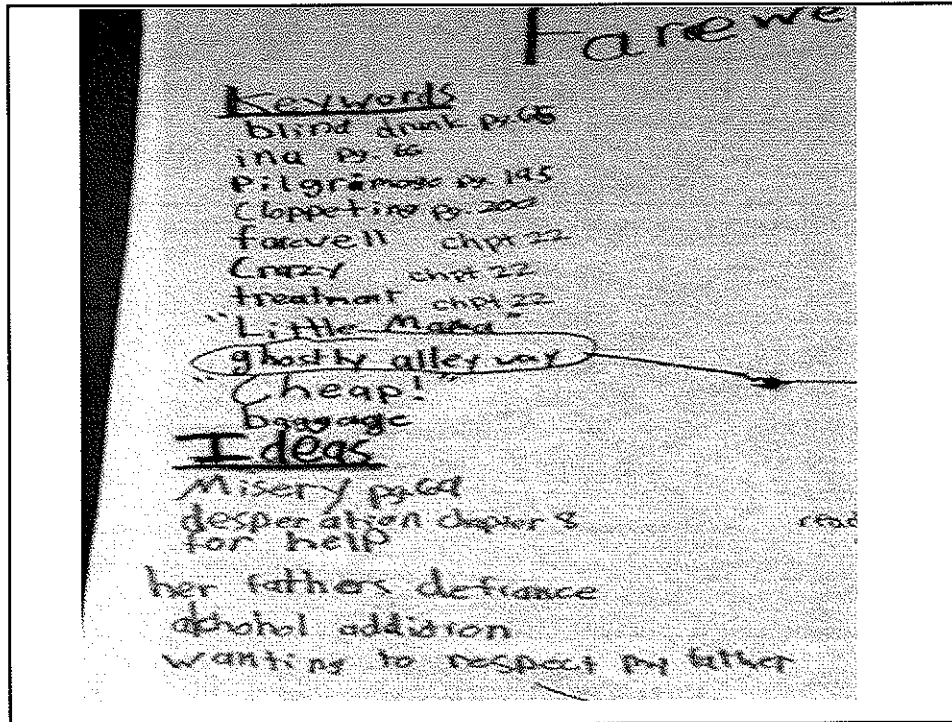
Literature Web

- ***Feelings*** What feelings did you get when you read the story? What feelings did the characters have, how do you know? What page helped you decide?
- ***Important:*** Lead students to write the feeling word in the right form.
- **Feeling word** **Should / Could be**
desperately desperation
stood dumbly dumbfounded



Literature Web

- Ideas*** What was the main idea of the story?
- What were some of the other ideas the author was highlighting?
- What was the author saying about change?
- What if any, were the lessons learned in this story?



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 Putting Children First

Literature Web

- **Images / Imagery . . .**
words or phrases conveying
sensory images that help a reader to
see a poem or story in his or her
imagination.

[L] *imago*, meaning "to image,"
 and *imitari*, meaning "to imitate."

Literature Web

–**Symbols** An image, word, or object that stands for something greater than itself.

The image is usually visible, but what it represents is often invisible.

(The flag is a symbol of patriotism.)

sym; together with

Symbols

A symbol is the use of a concrete object to represent an abstract idea. The word symbol is derived from the Greek verb “*symballein*” which means “to put together.”

The related noun “*symbolon*” means “mark”, “taken”, or “sign”.

The term, symbol, when used in literature is often a figure of speech in which a person, object, or situation represent something in addition to its literal meaning.

Farwell to Manzanar

Key Words
came
Manzanar
Nisei
bomb
dead
queenship
Odori
Kimonos (Hawai)

Feelings
Discussion Norms
proud
cocky
betrayal
envy
hopelessness
curiosity
sadness

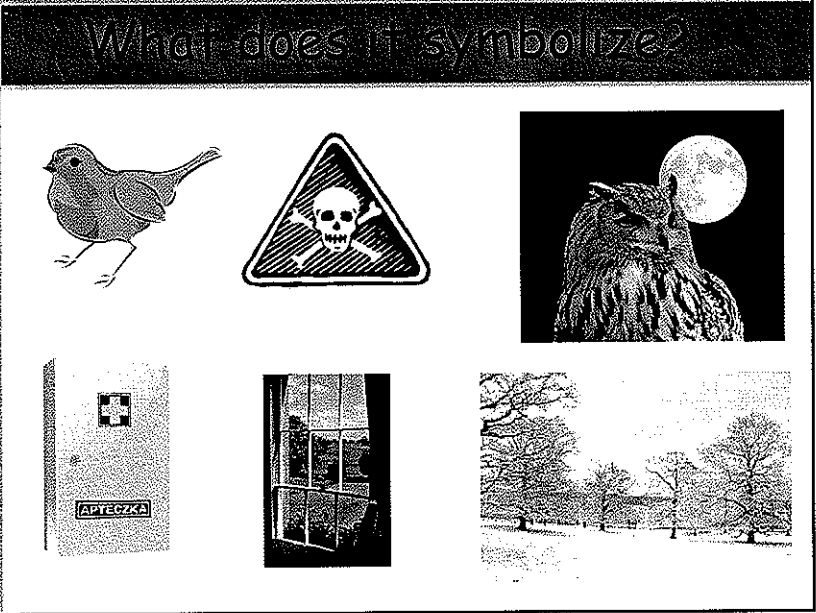
Ideas
Search of
better opportunities
trying to fit in

Images/Symbols
ash heap
barried here
vomitting blood
proccesional walk
gravestone

Structure
1st person
historic autobiography

Sacramento City Unified School District
Putting Children First

What does it symbolize?



Follow the Drinking Gourd

Images / Symbols

*“When the sun comes back, and the first quail
calls,*

Follow the drinking gourd.

*For the old man is a-waiting for to carry you to
freedom*

If you follow the drinking gourd.”

Follow

“The river bank makes a very good road,

The dead trees will show you the way.

Left foot, peg foot, traveling on,

Follow the drinking gourd.”

“The river ends between two hills,

Follow the drinking gourd.

There’s another river on the other side,

Follow the drinking gourd.”

**Common Core State Standards for English Language Arts
Literature Web Poetry/Fables**

Grade 3 Students:

Grade 4 Students:

Reading Standards for Literature K -- 5

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Speaking and Listening Standards K -- 5

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
2. Determine main ideas and supporting details of a text, read aloud, or information presented in diverse media and formats including visually, quantitatively, and orally.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
3. Identify the reasons and evidence a speaker or source provides to support particular points.

Language Standards K -- 5

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 *reading and content*, choosing flexibly from a range of strategies.
5. Demonstrate understanding of word relationships and nuances in word meanings.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 *reading and content*, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 3. Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL 6. Acknowledge differences in the points of view of characters, including by speaking a different voice for each character when reading dialogue aloud.

W 1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

SL 1. Participate in collaborative conversations with diverse patterns about grade 2 topics and texts with peers and adults in small and larger groups.

SL 1 a Follow agreed-upon rules for discussions (e. g .gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 1 b Build on others' talk in conversations by linking their comments to the remarks of others

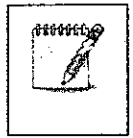
SL 3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

- a. Explain the meaning of simple similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

Name: _____ Date _____

Activity



Literature Web

Title

Directions: Complete the Literature Web

Write the Title and author

Key Words

Feelings/Evidence

1. Think about the story.
2. What are some words that are important to you? Why?
3. What words did the author emphasize? Why?
4. What page was the word found on?

1. Write the feelings you had when you read. What is your evidence?
2. How did the characters feel? How do you know?
3. How did the author feel? What is your evidence?
4. Support your answers with page numbers and quotations.

Ideas

Images/Symbols

1. What is the main idea or theme?
2. What were some of the other ideas the author was trying to convey?
3. What was the author's purpose?
4. How did the selection illustrate the concept of change?

1. What were some pictures that came to your mind as you read?
2. What do you think the images or pictures may have symbolized?
3. What were some things about the story that may have had more than one meaning; was there a person, place, object, animal, or action that stood for something different from itself?

Structure

1. What is the genre? What are the characteristics of the genre in this selection? (rhyming, dialogue, short sentences, etc.)
2. How is it organized? (stanzas, chapters, etc.)
3. How does the structure contribute to the meaning of the piece?

Name: _____

Date _____

Activity



Literature Web

Title

Directions: Complete the Literature Web

_____ / 100 Points

R 1.0 Key Words 10 P **RC 2.3, 2.4, 2.5 Feelings/Evidence 20 P**

R 3.4 Ideas 20 P **R 3.5 Images/Symbols 20 P**

R 3.1 Structure 10 P

W 2.2 Synthesis 20 P

What is the main idea of this selection? Synthesize the key words, feelings, ideas, and images to tell what you think the main idea of this selection is in one or two sentences.

Socratic Seminar

The National Paideia Center

Summary

The National Paideia Center defines a Socratic seminar as a **'collaborative, intellectual dialogue facilitated with open-ended questions about a text.'**

Purpose/Background

The purpose of a Socratic Seminar is to gain a deeper understanding about ideas and meaning in a text. Students question and examine key words, ideas, images, symbols, and structure of a selection and express multiple perspectives. Meaning is formed as a result of listening, speaking, analyzing, and synthesizing.

The students learn to be responsible for the result of the discussion. Several important elements help facilitate good discussions. Students must read the selection ahead of time, use active listening, contribute their ideas and questions in response to others, and they must be able to find evidence in the text to support their ideas.

Classroom Environment

- The desks should be arranged so that students can easily look at each other and speak often.
- The discussion is not about right answers; it is not a debate.
- Students should be encouraged and feel safe enough to think out loud and share their ideas openly in a rigorous and meaningful way.

Discussion Norms

Discussion protocols must be explicitly taught before starting discussions. It is a good idea to review your discussion norms often. A sample is listed below. Use a variety of methods to facilitate discussions such as; numbered heads, put your two cents in, think/pair/share, or any number of other methods. See List

Questions

The William & Mary Curriculum contains numerous appropriate questions for the selections. Encourage students to generate their own questions and apply their personal experiences to the discussions. A few generic open-ended sample questions are listed below that help to move a discussion along.

Sample questions:

- What is the author's purpose or perspective?
- Who has a different idea or perspective?
- Who has not yet had a chance to speak?
- Can you clarify what you mean by that?
- How does that relate to what (someone else) said?
- Has anyone changed their mind?
- How do these ideas relate to your lives?
- Why is this selection important?
- Do you agree with the author?
- Do you feel like you understand the selection on a deeper level?
- Did we follow our norms?

Open-Ended Questions for a Socratic Seminar:

- What puzzles me is . . .
- I'd like to talk with people about . . .
- I'm confused about . . .
- Don't you think this is similar to . . .
- Do you agree that the big ideas seem to be . . .
- I have questions about . . .
- Another point of view is . . .
- I think it means . . .
- Do you think . . .
- What does it mean when the author says . . .
- Do you agree that . . .

Discussion Norms

- Listen carefully
- Address one another respectfully, even if you don't agree
- Address comments to the group (no side conversations)
- Be careful to take turns and not interrupt others, everyone should get to speak
- Be courageous in offering your thoughts and reasoning
- Be flexible and willing to change your mind, be open minded
- It's ok not to know the answer
- Come prepared by reading the assignments. This shows that you value and respect each other

Name _____ Date _____

Socratic Seminar

Discussion Partner Evaluation

Name of person or persons you are observing _____

Reading selection or seminar topic _____

1. Record a check each time your partner(s) contributed in a meaningful way: _____
2. On a scale of 1-5, with 5 being the highest, how well did your partner(s) do?

Discussion Rubric

Date:	Partner name	Partner name	Partner name	Partner name	Partner name
Text(s)					
Made original contribution(s) to discussion					
Elaborated on another's ideas					
Used evidence from text to support ideas					
Asked questions that led enhanced discussion and led to deeper group understanding					
Comments					

Elements of Reasoning

1. Purpose, Goal, or End View: Individuals reason to achieve some objective, to satisfy a desire, to fulfill some need. For example, if my computer is not working when I arrive at work, the purpose of my reasoning is how to get it fixed and how to complete the day's work. Many times reasoning is poor due to a defect at the level of goal, purpose, or end. If the goal is unrealistic, contradictory to an individual's other goals, confused or muddled in some way, then the reasoning used to achieve it is problematic. If we are clear on the purpose of a writing or speech, it will help to focus the message in a coherent direction.

2. Question at Issue (or Problem to Be Solved): When individuals attempt to reason something out, there is at least one question at issue or problem to be solved (if not, there is no reasoning required). If people are not clear about what the question or problem is, it is unlikely that they will find a reasonable answer, or one that will serve their purpose. As part of the reasoning process, a person should be able to formulate the question to be answered or the issue to be addressed. For example, why won't my computer work? Or should libraries censor materials that contain objectionable language?

3. Points of View or Frame of Reference: As individuals take on an issue, they are influenced by their own point of view. For example, parents of young children may have a different point of view pertaining to censorship of books than librarians do. The price of a car may seem low to one person and high to another due to different frames of reference. Any defect in a person's point of view or frame of reference is a possible source of problems in his/her reasoning. An individual's point of view may be too narrow, may not be precise enough, may be unfairly biased, and so forth. By considering multiple points of view, individuals may sharpen or broaden their thinking. Arguments for or against an issue can be strengthened when others points of views are acknowledged. In listening and reading, individuals need to identify the perspective of the speaker or author and understand how it affects the message being delivered.

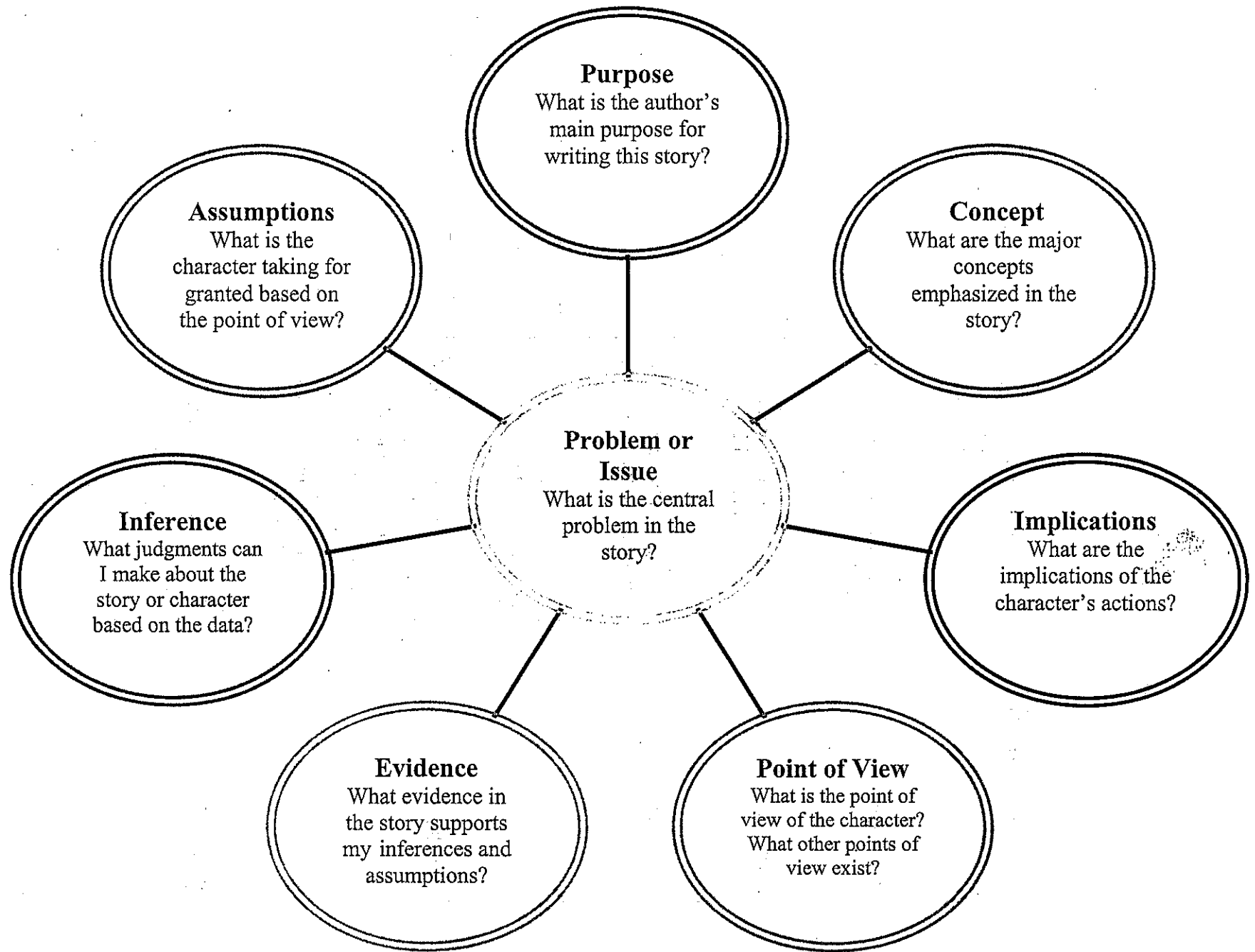
4. Experience, Data, Evidence: When people reason, they must be able to support their point of view with reasons or evidence. Evidence is important in order to distinguish opinions from reasons or to create a reasoned judgment. Evidence and data should support the author or speaker's point of view and can strengthen an argument. Individuals can evaluate the strength of an argument or the validity of a statement by examining the supporting data or evidence. Experiences can also contribute to the data of a person's reasoning. An example is data from surveys or published studies. In reading and listening, the strength of an argument or the validity of a statement can be evaluated by examining the supporting data or evidence. Experiences can also contribute to the data of a person's reasoning. For example, previous experiences with starting a computer may contribute to the reasoning process that is necessary to resolve the problem.

5. Concepts and Ideas: Reasoning requires the understanding and use of concepts and ideas (including definitional terms, principle, rules, or theories). When individuals are learning content they should ask themselves. "What are the key ideas presented?" Thoughts should be examined and organized around the substance of concepts and ideas. Some examples of concepts are freedom, systems, and survival.

6. Assumptions: People need to take some things for granted when they reason. They need to be aware of the assumptions they have made and the assumptions of others. If individuals make faulty assumptions or presuppositions, this can lead to defects in their reasoning. Reasoning involves self-assessment of the ability to recognize and articulate assumptions about an audience or the message that is being conveyed. For example, a person might assume that others share our point of view, or assume that the audience is familiar with the First Amendment when reference is made to "First Amendment rights." As a reader or listener, an individual should be able to identify the assumptions of the writer or speaker.

7. Inferences: Reasoning contains inferences by which conclusions are drawn and meaning is given to data. An inference is a small step of the mind, in which a person concludes that something is so because of something else being so or seeming to be so. Tentative conclusions (inferences) depend on individuals making sense or interpreting what is going on around them or the interpretation of raw data. Many inferences are justifiable and reasonable, but many are not. People need to distinguish between the raw data of their experiences and their interpretations of those experiences (inferences). They should come to understand that a person's point of view and their assumptions heavily influence inferences. For example, if we know the train departs for our destination at 7:00; it is now 6:45; it takes 30 minutes to get to the train depot; we know that we will miss that train.

8. Implications and Consequences: The ability to reason well is measured in part by an ability to understand and articulate the implications and consequences of the reasoning. When individuals argue and support their perspectives on issues and questions, solid reasoning requires that they consider what the implications are of following that path, and what the consequences are of taking the course they support. When individuals read or listen to an argument, they need to ask themselves what follows from that way of thinking. They should also consider consequences of actions that character in stories take. For example, if a student does not do homework, then he/she will have to stay after school; if I put gas in the car when it has a quarter of a tank left then my car will not run out of gas.

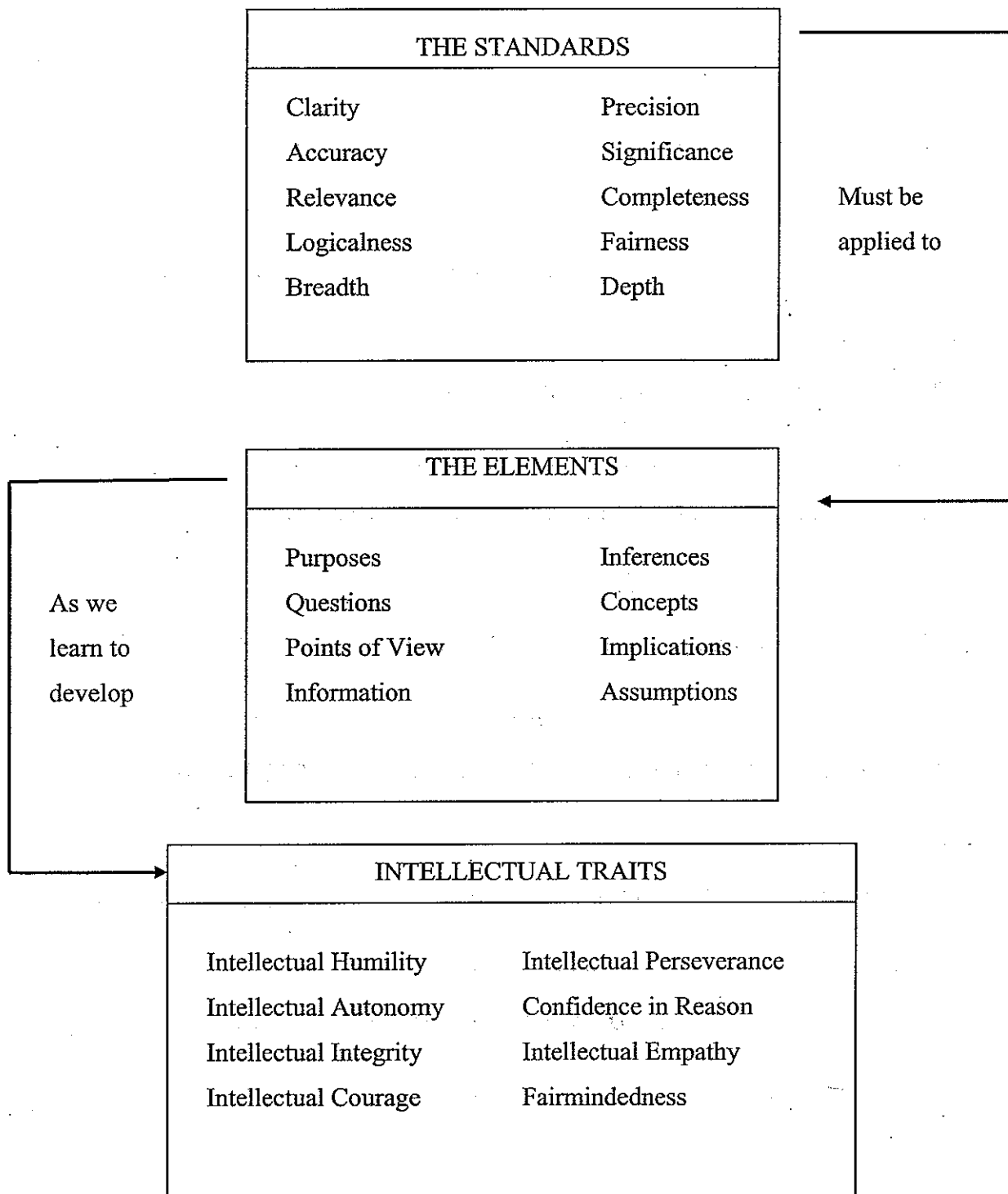


CRITICAL THINKING CHECKLIST: STANDARDS OF REASONING

Use the Critical Thinking Checklist to determine which of the intellectual standards are present in the article present in an article.

STANDARD	DEFINITION	EVIDENCE FROM ARTICLE
Clarity	Can the reader clearly understand what the author is saying?	
Accuracy	Are the author's statements true? Can the facts be checked?	
Precision	Is the author detailed, precise, and specific?	
Relevance	Does the author connect his arguments to the issue?	
Depth	Does the author deal with the issue's significant factors?	
Breadth	Is there another way to look at the issue? Does the author include more than one perspective on the issue?	
Logic	Does the author's argument make sense?	
Fairness	Did the author treat all perspectives fairly?	

Critical thinkers routinely apply the intellectual standards to the elements of reasoning in order to develop intellectual traits.



Adapted from Paul's Elements of Reasoning. www.criticalthinking.org/resources Used by permission

The Logic of _____

1. The main **purpose** of this article is _____

2. The key **question** that the author is addressing is _____

3. The most important **information** in this article is _____

4. The main **inferences** /conclusions in this article are _____

5. The key **concept**(s) we need to understand in this article is (are) _____

6. The main **assumption**(s) underlying the author's thinking is (are) _____

7. a. If we take this line of reasoning seriously, the **implications** are _____

b. If we fail to take this line of reasoning seriously, the **implications** are _____

8. The **main point(s) of view** presented in this article is (are) _____

Common Core State Standards for English Language Arts
Paul's Reasoning Model, Socratic Seminar, Hamburger Model, Persuasive Writing

Grade 4 Students

Reading Standards for Informational Text

Key Ideas and Details

1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Writing Standards

Text Types and Purposes

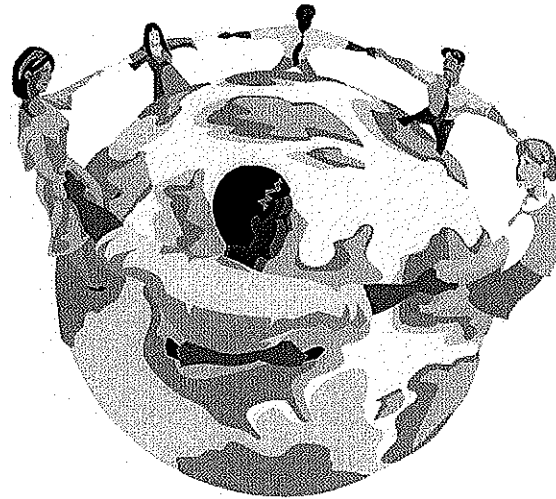
1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
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Speaking and Listening Standards

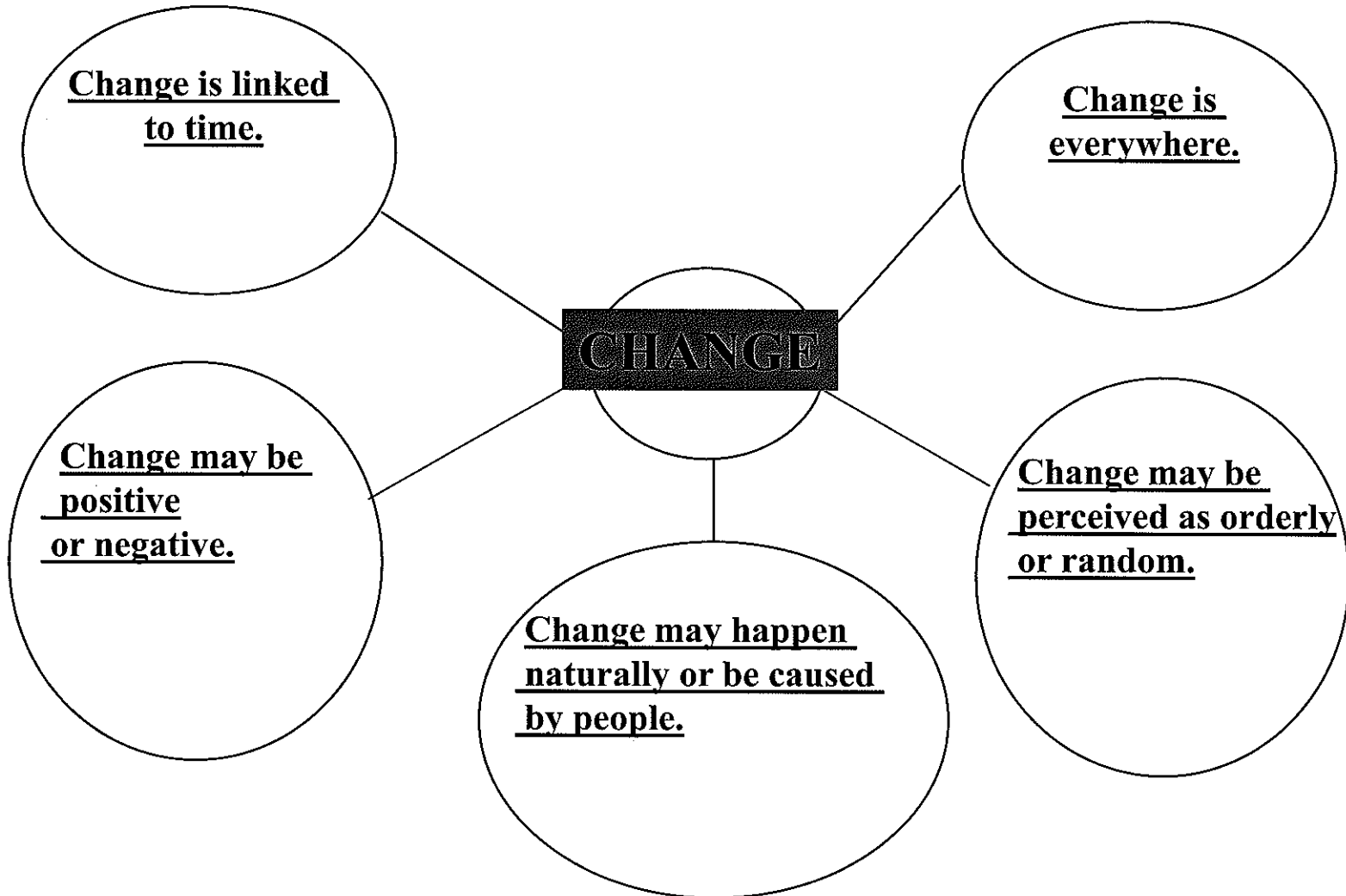
Comprehension and Collaboration

1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
3.	Identify the reasons and evidence a speaker or media source provides to support particular points.

Concept Development

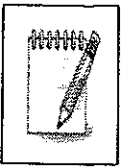


Change Model



Name _____ Date _____

Activity



Change Model

Directions: Write two or more examples for each generalization.

Change is linked to time.

Change is everywhere.

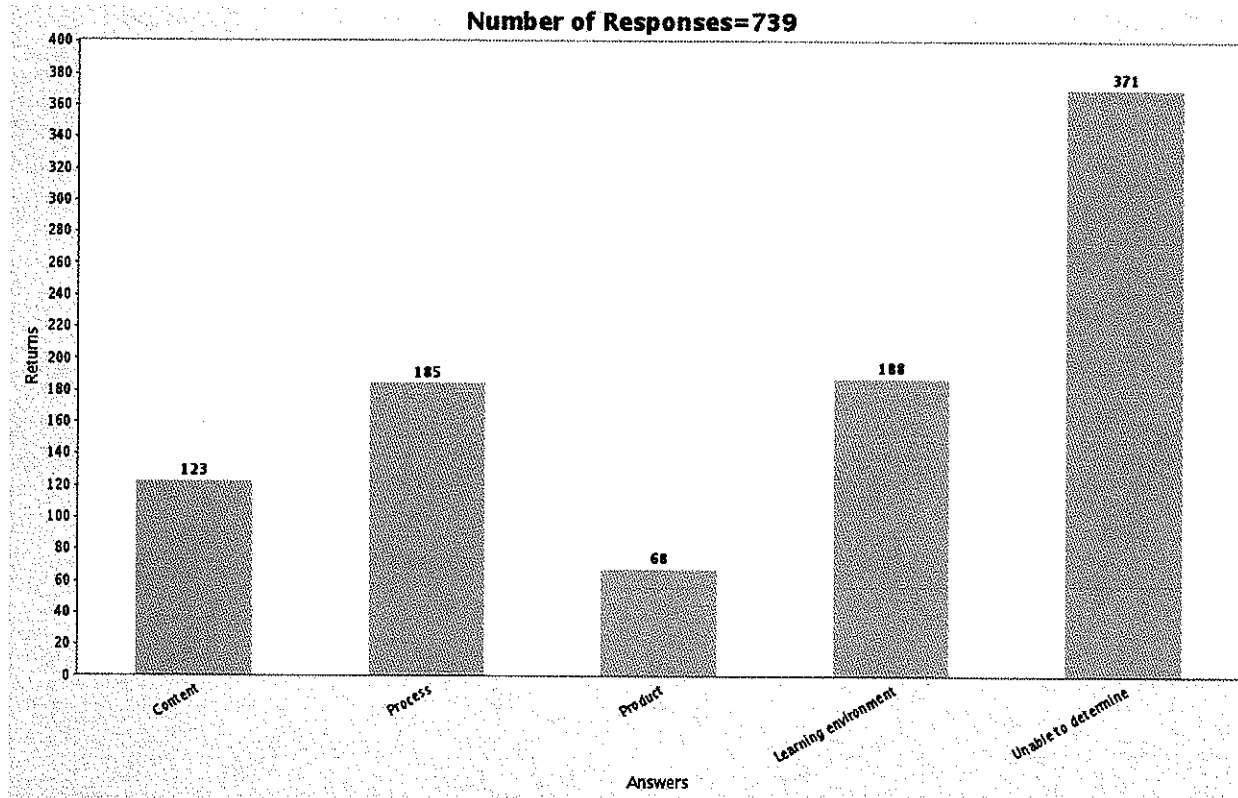
Change may be positive or negative.

Change may be perceived as orderly or random.

Change may happen naturally or may be caused by people.

Teachscape

Differentiation of Instruction: June 2013



SCUSD

Samples of Student Work

Differentiated Instruction

Supporting English Learners

GATE

2012-2013

Differentiated Student Work

1st grade writing reflection

Students in a “thinking curriculum” classroom, reflect on their personal progress as writers. As early as first grade, our children are able to recognize areas of strength and areas for improvement. The reflection papers attached demonstrate a wide range of learners; each child focusing on his or her personal progress in writing. The finished student piece is called a published piece because it is shared with others in the classroom and school site. The students make a book. The student's All About Book is the result of a long study of All About books one might find in the library. All About Snakes, All About Helicopters, etc. An All About Book usually has a Table of Contents, information organized by categories with headings, diagrams and illustrations, a glossary and an About the Author. Students study All About Books to get ideas for text features and lay out, then they chose a topic, they research, they create their own book.

May 13, 2013

Dear Reader,

I worked so hard on my all about book. I used my mentor text to help me on my pictures. I researched in my book. I collected. And I got information from my mentor text. I worked really hard on my book I am so proud of myself. I did not want to do this but I am now proud of me. This took me a lot of hard work to do this amazing all about book. It's a lot of hard work to do this book. You have to take your time so it can come out nice and neat and every one is going to love it.

Sincerely,

Elizabeth R.

Dear Readers

I worked so hard on my all about
Cobra's book. I used my mentor text to help
me write it. I researched a lot to gather
information in my mentor text. I collected a lot
of information from my mentor text. I made a
dummy book first then I published my real
book.

Sincerely
DeVaughn

May 13, 2013

Dear reader,

I worked so hard on my all about leopard book. I hope you like it. I worked so hard on the sentences and the pictures. I had to use a mentor text.

Sincerely,
Angel

3rd grade Genre Choice

Effective writing assignments enable students to write fluently and purposefully for an audience. Choice of genre can help teachers identify and incorporate the elements of an effective writing assignment. In this writing task students adapt their communication in relation to audience, task, purpose, and discipline through their choice of genre.

- Expository-Write a paragraph to teach a younger student about immigration. Explain who immigrants are and how they have contributed to California.
- Persuasive-Write a letter to a friend or relative your own age persuading him/her to learn a new language. In the letter, stress the benefits of a multilingual community.
- Narrative-Visualize one of the festivals mentioned in this lesson. Write about what they might have done at the festival.

Name Joshua #27

Date 4/11/13

Choose one of the following:

Expository- Write a paragraph to teach a younger student about immigration. Explain who immigrants are and how they have contributed to California.

Persuasive- Write a letter to a friend or relative your own age persuading him/her to learn a new language. In the letter, stress the benefits of a multilingual community.

Narrative- Visualize one of the festivals mentioned in this lesson. Write about what they might have done at the festival.

Immigrants are people who have moved from one country to another. There

4/11/13

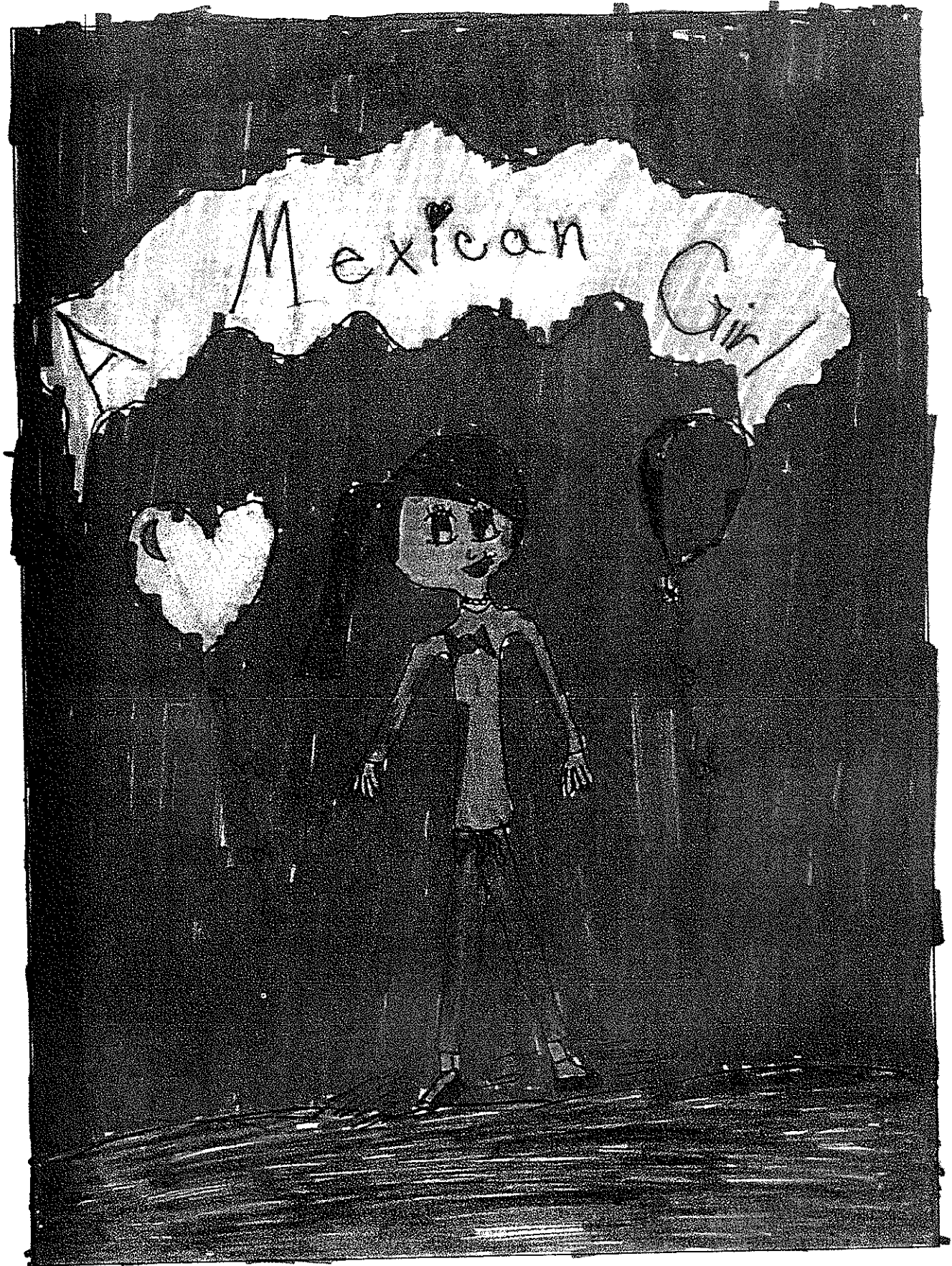
are many Vietnamese immigrants in San José. A lot of them came to escape the Vietnam war. Immigrants come to California seeking greater opportunity, meaning that they want better jobs than in their old country. Another reason might be that California has a better economy than their former country. Immigrants contribute to California by bringing new religion and working hard to give us things such as bus lines

Many immigrants come to the U.S. over time. Immigration is the act of moving from one country to another and ^{settling there} settle ^{homophone} their. A person who immigrates is an immigrant. Immigrants come for many different reasons and from many different places around the world. Some immigrants come to California to seek ~~for~~ a better economy or ^{for} job opportunities. For example, Alfredo and Juan Barajas came to California from Mexico to find better job opportunities. They formed a real estate business in San José to

help Spanish-speaking people find their own homes. Linh Hoang came to San José to escape the Vietnam war. He started his own bus company to transport Vietnamese passengers between San José and Orange County. Seema Handu, from India, came to California to study and research science. Therefore immigration has a positive effect on America by making it ^a better place.

3rd grade Young Authors

Throughout the year 3rd graders learn a variety of writing genres. The Young Authors writing project provides student with an opportunity to create a text of their choice. Young Authors work through all of the writing processes that a mature author might encounter from brainstorming ideas, to organizing thoughts and integrating the various elements of the particular genre they have chosen to create. The differentiation within this project is found in the student choice of genre and the content of their text. These two samples represent the vast array of options children may select; maximizing each child's interests.



Written and Illustrated by Fatima Aguirre
Mr. Salley's Class
John Bidwell Elementary School 2012-13

DEDICATED
TO

Familia / Family



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A Mexican Girl

One day a girl named Melissa traveled from Mexico to U.S.A. Melissa traveled with her mom Sandra, dad Miguel, and her sister Lili. Melissa traveled because she lived in a city in Mexico named Cancun. Cancun was flooded with water, in her house so that's the reason why she traveled to U.S.A. Her family and her only speak Spanish and she was going to a new school. And she was the new girl she did not know who anybody was.

And she got nervous so she got introduced.

When she got her seat she was sitting

next to a girl that was kind to her.

But the only problem was that she

could not speak english for the

days she only could say "Hola maestra,"

and do math as she says problems on

a board. While the days passed

Melissa made new friends that she

could not speak to. And then the girl

that sat next to Melissa was named Caroline.

She was Melissa's friend. She was

kind to Melissa, she offered to

help her speak English. Of course

Melissa said "si" and Caroline said "Why

don't we start today Melissa" and

Melissa said "si" in a really happy way

but Caroline didn't much understand her.

The next day Caroline told Melissa

after classes, how English sounds like.

And she taught her how to say

Melissa and Caroline. And also Hi

and other words. Also, the teacher taught

her the rest of the words she needs to

know but Cardine taught her more until

Melissa knew how to speak english.

And Melissa also knew math.

She lived very happy also her family

knew how to speak english. She ended

up having a lot of friends, she

was really happy. After 15 years when

Melissa was all grown up she made

a building that helped people speak english

,that was Melissa's career, And
she made everyone feel like
they were welcomed home. While she
lived she learned how to speak
different languages. She was really
happy with that. And she lived
famous in the world. Until her
world ended. Everyone was happy
about her and her career. But
they were really sad that
Melissa did not live any more

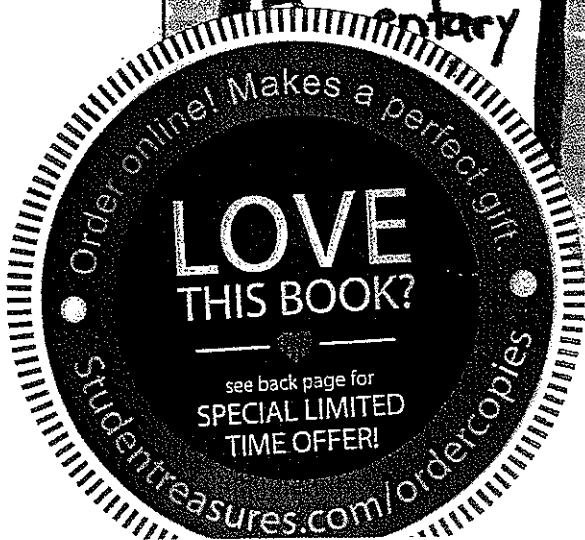
The End

Messy Mystery



Smartie
Elementary

District
Smartie
Elementary



Written and Illustrated by Jasleen Chaha
Mr. Salley's Class
John Bidwell Elementary School 2012-13



Messy
Mystery

By

Jasleen Chahal

DEDICATED
TO

My Family



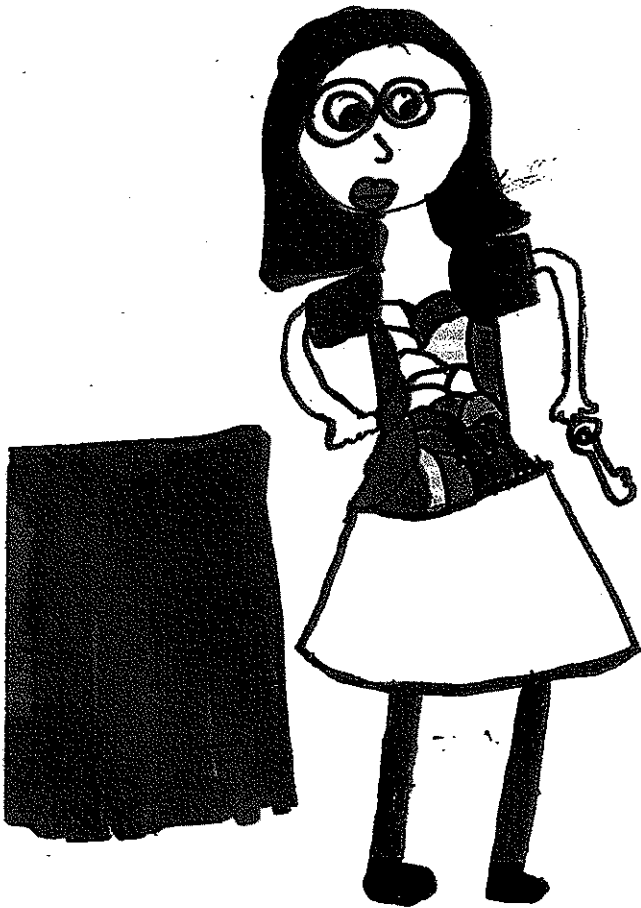
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Smartie Elementary



Big Spelling Bee

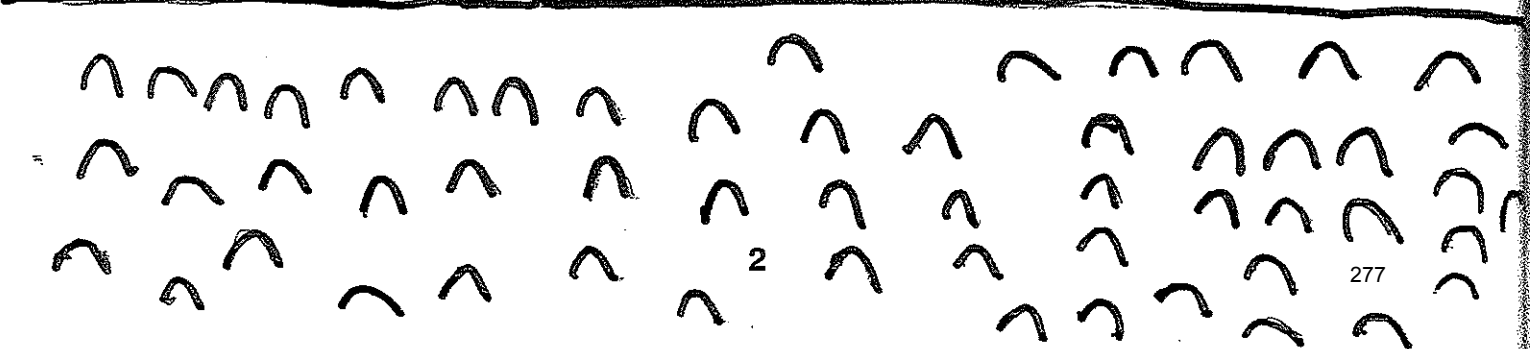
Pizza Friday



Messy Mystery

There was a school called Smartie Elementary. The school is in the middle of a block. Smartie Elementary was built in 1964. The school was in the U.S.A in California. It was in the city of Sacramento. The principal of Smartie Elementary is Ms. Cathey. Smartie Elementary has 500 students. One day Ms. Cathey was locking up the school at night. Then she saw a shadow of a girl coming out of the bathroom.

Room



Ms. Cathey was frightened. Ms. Cathey went and took a look. "O my god," she said! The whole bathroom was covered in toilet paper. The next day Ms. Cathey gathered everybody. She announced that somebody covered the whole bathroom with toilet paper. Ms. Cathey picked her three most trusted students. The students were Emily, Cleo, and Rebecca. Emily was very loyal. Cleo has patience. Rebecca has the brain. These students had one main talent.



Rebecca was going to chemistry class.

She always sets up the chemistry

books. She heard some noises coming

out of the chemistry lab. She went to

take a look. When she was in the

lab she saw nobody there. Cleo

ran as quick as she could and

pulled Rebecca back. Right then a

heavy pot fell right where Rebecca

was standing! Rebecca told Cleo

that she saved her life and thank you



There is goin to
be a new
student tomorrow

so much because that would have
squished her like a bug. Then, they
went to tell Ms. Cathey someone was
trying to hurt them. They rushed to
Ms. Cathey's office. She had some news
too. First, Ms. Cathey told her news that
there will be a new student coming
and right then Emily came in and
told Ms. Cathey that she saw a heavy
pot shattered on the floor. Rebecca
and Cleo told Ms. Cathey and explained



to her what happened. Ms. Cathey

told them to be careful and stick

together and protect each other. The

next day the new student came.

She said, "Hola mi nombre es Loosy."

Rebecca and Emily did not know what she

was talking, but Cleo went to Spanish

class and she knew what Loosy said.

Cleo said to Loosy, "Eres Mexicana?" Loosy

said "Si." Cleo explained every part of their

conversation. In Spanish class, Cleo and Loosy



went together. Loosy said "¡Salí tel!" Cleo
said "OK." When she came back in
the Spanish class the books were
gone, Cleo knew it was Loosy so she
told Rebecca and Emily their mystery
was solved. They went to Loosy
and Cleo said, "Sabemos que tu
lo isistes." Loosy said, "Bien yo lo
ise, porque daba bajos grados."

SCUSD
Samples
of
Student Work
Support for English Learners

The 7th and 8th grade students at John Still Middle School have been studying “juicy sentences” for the past few months. In this lesson, the teacher chose a complex sentence with figurative language and focused on key vocabulary words to assist the students with analyzing the sentence.

At the bottom of the page, one can see that there is a “pre” and “post” assessment of the sentence, “He denied all the accusations, of course, and paid bail before the ink dried on the warrant.” At the beginning of the lesson, students are asked to define the sentence according to what they believe it states. After a rich, oral discussion of the key vocabulary and figurative language, students are then asked to define the sentence again. Next, the juicy sentence lessons also include choosing a tier 2 or 3 vocabulary word and finding different “shades of meaning” for that word. In this case, the word is “accusations.” The last part of the lesson concludes with students reorganizing the sentence to create new sentences. By doing this task, students can see that each part of a sentence has a specific way of creating meaning and each part serves a purpose within that sentence.

Touching Spirit Bear
30 Minutes ELD
Day 2

COMMON CORE STATE STANDARDS	
Reading:	1 2 <u>3</u> 4 5 6 7 8 9 10
Writing:	1 2 3 4 5 6 7 8 9 10
Listening & Speaking:	<u>1</u> 2 3 4 5 6
Language:	<u>1</u> <u>2</u> 3 <u>4</u> <u>5</u> 6

OBJECTIVES	
language	1. Vocabulary: of course
	2. Comprehension (Meaning): Understand the use and meaning of an interjection
	3. Structure: Understand that this interjection serves as a redundant phrase in a sentence and represents an emotion.
cont ent	4.
	5.

SHARED READING

It is assumed that you have already read this text to your students at least one time through (either during ELA or your content time). Begin the session with a shared rereading or a read aloud of pages 137-138.

Pre-assessment: What does this sentence mean?

VOCABULARY	
Tier 2 Words (Define before teaching the Juicy Sentence)	Accusations, bail, warrant, denial *All vocabulary words were defined and discussed on Day 1 (yesterday).

JUICY SENTENCE

He denied all the accusations, of course, and paid bail before the ink dried on the warrant.

CHUNK IT: Students/ chunk/ the sentence/ in response/ to teacher questioning.

Remind students that good readers chunk difficult sentences, so that they can study all of the parts and understand what the author is trying to say.

Sentence Acrobatics:

In groups, students will manipulate (tear apart the sentence into chunks) each sentence strip and discuss alternative ways to create a new sentence through collaborative conversations.

MEANING: Questions or prompts to discuss the meaning of each chunk. Be sure you include the Tier 2 vocabulary you planned for.

Chunk	Prompts	Tier 2 Vocab	Strategy
of course	The author chooses to use the interjection, “of course,” in this sentence. Reflecting on what we know about Cole’s dad, why would the author use the phrase, “of course” in this sentence?		
Chunk	Prompts	Tier 2 Vocab	Strategy
all the accusations	Yesterday, we discussed the term, “accusations.” Today, we are going to brainstorm synonyms of “accusations.” What are some other words we can think of? (Students offer suggestions and teacher considers if the student-generated words share a close enough meaning to the target word). Teacher decides on final words.	accusations	Shades of meaning: <u>Options:</u> • Blame • Lies • Stories
Chunk	Prompts	Tier 2 Vocab	Strategy
Note: This phrase was introduced to the students yesterday. While we discussed its meaning, we did not define what type of phrase it was.			
before the ink dried	Let’s review what this expression means. This expression is called an idiom.		Act it Out

Remind students that you are doing this work so that they can become good readers and writers of Academic English. Today, we are focusing on one particular structure that is used often in Academic English.

STRUCTURE

What structure are you teaching: interjections

Strategy: Draw It, Shades of Meaning, Sentence Acrobatics

Student Engagement/Product: Students create their own sentence that contains the correct use of the interjection, “of course.”

Post-Assessment: What does this sentence mean?

1. He paid bail before the ink dried on the warrant and denied all the accusations of course.
2. Of course he denied all the accusation and paid bail before the ink dried on the warrant.
3. Denying all the accusations of ^{COURSE} he paid bail before the ink dried on the warrant.
4. Paying bail before the ink dried on the warrant and he denied all the accusation.
- ★ 5.) Denied all the accusation, paid bail before the ink dried on the warrant.
- 6.) Before the ink dried on the warrant, he paid bail and denied all the accusation, of course

Cole's
Dad)

period 6
2/6/13

He denied all the accusations, of course, and paid bail before the ink dried on the warrant.

This sentence mean that he refuse to everything that the law say.

Cole's father refuse all the blame and paid the bail while the ink dried on the warrant.

Post

assusations

blame

Lie

Stories

1st Grade Animal Reports: Authentically created with peer support and juicy sentence application.

This sample demonstrates how the Juicy Sentence work with Dr. Lily Wong-Fillmore has evolved. Students participated in an inquiry process of an animal of their choosing, pulled facts from content texts, drafted, and organized a final animal report. With teacher support, students used knowledge of sentence structure and vocabulary gained from juicy sentence practice to revise and rewrite their reports. Many students demonstrated acceptable ability in reading their reports to their peers.

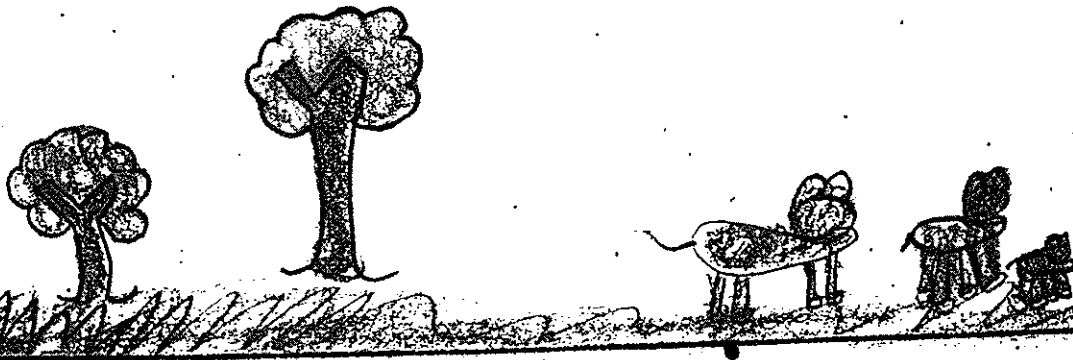
Name Giovanna

Date 4-18-13



Giraffes are mammals. They live up to 25 years. Giraffes eat 75 pounds of leaves, twigs, fruit, and flowers. They have long necks. Giraffes live in the savanna.

Name: Brian



Bears are interesting animals. The bears mouth has sharp teeth. Their diet is fish and big meat.

The bears habitat is the forest. The classification of a bear is a mammal. Bears are different colors. The little babies are

Name: Brian

black and white.

2nd Grade
Lesson +
student
work

And So They Build
Days 1 & 2

COMMON CORE STATE STANDARDS

- Reading: 1 2 3 4 5 6 7 8 9 10
- Writing: 1 2 3 4 5 6 7 8 9 10
- Listening & Speaking: 1 2 3 4 5 6 7 8 9 10
- Language: 1 2 3 4 5 6

OBJECTIVES

- | | |
|-------------|--|
| language | 1. Vocabulary: SWBAT use content specific vocabulary to describe the home of the Cubiterme termites |
| | 2. Comprehension (Meaning): SWBAT describe the structure of the cubiterme termite home and its function. |
| | 3. Structure: Students will be able to create sentences with the phrase, "which serves to" |
| cont
ent | 4. SWBAT understand the purpose for the termite home as an adaptation to their environment |

SHARED READING

It is assumed that you have already read this text to your students at least one time through (either during ELA or your content time). Begin the session with a shared rereading or a read aloud of pages 6.

JUCY SENTENCE

Each column is capped with an umbrella-shaped roof, which serves to divert torrential rain and protect the termites living below.

CHUNK IT: Students/ chunk/ the sentence/ in response/ to teacher questioning.

Remind students that good readers chunk difficult sentences, so that they can study all of the parts and understand what the author is trying to say.

Each column/ is capped with an umbrella-shaped roof,/ which serves to /divert torrential rain/ and protect the termites living below.

MEANING: Questions or prompts to discuss the meaning of each chunk. Be sure you include the Tier 2 vocabulary you planned for.

Chunk	Prompts	Tier 2 Vocab	Strategy
Each column	What is this sentence about? What's the subject		
	What is a column? Have you heard that word before in math? Rows go across, column goes up and down	Column	Act it out – column vs. row Use Legos to build a column
Chunk	Prompts	Tier 2	Strategy

And So They Build

Days 1 & 2

		Vocab	
Is capped With an umbrella shaped roof	What are other things that we cap?	cap	Cap our lego column with an umbrella shaped lego
Chunk	Prompts		
Which serves to	This is an interesting phrase. Which tells us that we are going to get more information about the noun in front of it. So, the rest of the sentence is going to tell us more about the roof.		
Chunk	Prompts		
Divert torrential rain	What's the first thing the roof does? What is torrential rain – light rain or heavy rain? Let's use the context clues to figure out what divert could mean. It's an umbrella shaped roof. What does an umbrella do to rain?		
Chunk	Prompts		
And protect the termites living below	Let's read this last part. What protects the termites inside (referring back to the roof). How does it protect them? What would happen if the termites didn't have something to protect them from the water? So, why do the termites build these homes?		
Turn and talk	Why do the termite homes have these umbrella shaped roofs?		

Remind students that you are doing this work so that they can become good readers and writers of Academic English. Today, we are focusing on one particular structure that is used often in Academic English.

STRUCTURE

What structure are you teaching: noun, which serves to protect

You've been learning about animals and their adaptations. We know that animals often have adaptations that protect them from other animals, from weather, or from people. We are going to write using our "sophisticated language" to tell about how animals have features that protect them. Let's look at our sentence. Each column has an umbrella shaped roof, which serves to... protect the termites living below.

Let's practice doing two sentences together using this sophisticated language:

The gladiator frog builds an enclosure, which protects the eggs from being washed away.

The turtle has a shell, which protects him from being eaten by other animals.

Student Engagement/Product:

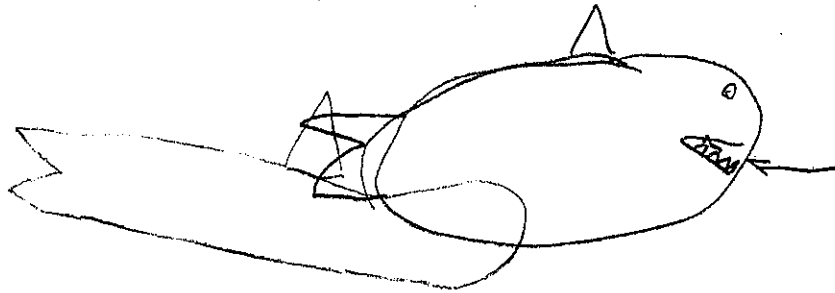
Turn to your partner and think of two animals that have features that protect them. You will go back and work on writing two sentences together using the frames.

armando cert

The Shark has ROWS of teeth, which serves to protect it from killer whales.

The beaver has a dam, which serves to protect it from wolves.

Draw and label a picture of one of the animals you described. Point to what it uses for protection.

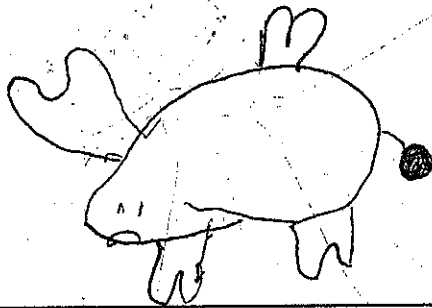


Kiara & Kylie

The Skirpein has stingers, which serves to protect
himself from snakes

The rino has his horn, which serves to protect
him from predators

Draw and label a picture of one of the animals you described. Point to what it uses for protection.



Skirpein



rino

done.

Khloe & Jimena

The armadillo has hard skin, which serves to protect
it from big birds.

The turtle has a hard shell, which serves to protect
it from pain.

Draw and label a picture of one of the animals you described. Point to what it uses for protection.



Jose Santino

The termite has a roof, which serves to protect
them from predators.

The chameleon has color, which serves to protect
him from predators.

Draw and label a picture of one of the animals you described. Point to what it uses for protection.

SCUSD
Samples
Of
Student Work
Gifted And Talented Education

Vocabulary Development

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and origins. With this information, students then identify "word families," or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.

Name _____

Date _____

Activity



Vocabulary Web

Word _____

Directions: Complete the Vocabulary Web for the word assigned to you.

Word Families

Synonyms

Antonyms

Dictionary Definition

Sentence in Text

Analysis

Part of Speech

Stems

Origin

Student Example

Word families

tranquelize
tranquilizer
tranquility

Synonyms

peaceful
calm
mild

Antonyms

disturbed
busy
rattled

Dictionary Definition

free from disturbance and agitation;
calm, serene, peaceful, placid, etc

Word

tranquil

Analysis

Part of Speech

adjective

Origin

Classical Latin

tranquillus

Sentence in Text

It widened and seemed
to pause, suggesting
tranquil bovine
picnics: slow crawling
and thoughtful contemplation
of the infinite.

Stems

VO

Student Example

It was a sunny, tranquil
day yesterday.

Vocabulary Web

Word placid

#4

20 Points Directions: Complete the Vocabulary Web for the word assigned to you.

5 P Word Families

Synonyms

Antonyms

placidity

gentle, peaceful
unruffled; tranquil, calm

chaos
agitated, excited

placidly

Dictionary Definition 3 P

unplacid

pleasantly calm or peaceful;

unplacidly

serenely quiet or undisturbed

unplacidness

placidness

Sentence in Text 2 P

"Crane-man's normally placid expression was replaced with a frown of worry when Tree-ear stumbled in to the place under the struts and collapsed in a heap on the ground." pg. 22

Analysis 5 P

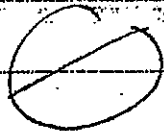
a single share

Part of Speech

Stems

Origin

ads



1620-1630, Latin placid
calm, quiet, tranquil

Student Example 5 P

akin to placere to please

The peaceful, placid silence that had hovered over the calm lake was shattered abruptly when the girl shrieked frantically, seeing a lazy snake in the underbrush.

Literary Analysis

The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. Students complete the web independently and then share ideas in small groups utilizing Socratic discussion norms, followed by a teacher-facilitated debriefing. The web has six components:

- Key Words: interesting or particularly important words and phrases contained within the text
- Feelings: the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to inspire
- Ideas: major themes and main ideas of the text; key concepts
- Images and Symbols: notable sensory images in the text, symbols for abstract ideas
- Structure: the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, such as flashbacks, use of voice, use of figurative language, etc.; style of writing

Synthesis: synthesize the key words, feelings, ideas, and images to tell what you think the main idea of this selection is in one or two sentences.

Name: _____

Date _____

Activity



Literature Web

Title

Directions: Complete the Literature Web

Key Words	Feelings/Evidence
------------------	--------------------------

Ideas	Images/Symbols
--------------	-----------------------

Structure

What is the main idea of this selection? Synthesize the key words, feelings, ideas, and images to tell what you think the main idea of this selection is in one or two sentences.

Key words:

- 1. horse
- 2. thief
- 3. Tucks
- 4. weeping
- 5. silence

Feelings:

- 1. confident! the old man
- 2. sad! The Tucks felt sad because they couldn't get the
- 3. surprised! Jesse told Winnie to drink the water.

Ideas:

Old man tells Winnie's guardians that he knows where she is. The man also took the Tucks' horse. It was too dark to get it back. Jesse said that Winnie can drink the water when she was 17, and they can get married forever. The Fosters traded their wood for Winnie. The old man made the deal.

Title:

Tuck Everlasting

Images/Symbols:

- 1. yellow suit: mysterious man
- 2. fence: safety
- 3. quilt: warmth
- 4. crickets: noisy bugs
- 5. sleep: rest
- 6. girl: human life
- 7. brown sadness, sorrow

Structure:

3rd person fiction

I think the main conflict is the spring. They have to keep it secret. If everyone knew about it, nobody would die. I think this conflict is internal. On page 86, Winnie thought, "It was best if no one knew about the spring, including the mosquitoes. Even she had to keep the secret. I think another conflict is that the Fosters sold the wood to the man in the yellow suit. He'll find the spring in the wood (his wood) and live forever."

Mae's attack was external. She swung the gun at the man in the yellow suit. She hit him because she was mad at him and didn't want him to take Winnie, and she didn't want him to tell the secret out loud. In the end, Mae killed him. She has to go to the gallows.

"She would make a difference in the world." It means that Winnie will help keep the secret. By saving Mae, no one will hang her. If they hang her, they'll see that she can't die and find out about the spring.

Winnie is like the weather because she has a lot of different emotions. She may be sad for Mae, but she might be happy to change the world. Everything in her life is changing, like the weather, and Winnie's emotions.

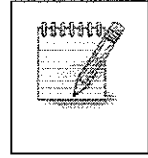
Reasoning Model

Paul's (1992) Elements of Reasoning is a model for critical thinking and emphasizes the following eight elements: issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

Based on the elements and premise of the Paul model, this reasoning model should be used when analyzing a specific event where two or more people or groups of people conflict with one another and have a vested interest in the outcome of the event.

Name: _____ Date: _____

Activity



Reasoning About a Situation or Event

Directions: Choose a conflict. Use the graphic organizer to analyze the conflict.

Reading: _____

What is the Situation? State the problem or the issue.

Are the Borrowers borrowing or stealing?

Who are the stakeholders?

What is the point of view of each stakeholder?

Mrs. Driver

Boy

Arrietty

Rosa Picknathet

Experiences, data, or evidence. What are the facts that will help you make your decision?

What are the assumptions of each group? What you or other people involved might think.

What are the implications and consequences of thinking in these ways?

Reasoning Model

Payton

stakeholders

Mrs. Driver-stealing-She thinks it's stealing because they're not giving it back and she thinks someone is trying to hide things so she'll get fired like Rosa Pickhatchet pg. 18, 139 Rosa Pickhatchet was accused for stealing a chess piece and it had caused lots of trouble that evening, so she got fired after other things went missing. Mrs. Driver put an alarm clock on and she didn't undress.

Boy-borrowing-He thinks it's borrowing because they could not live without borrowing things from people pg. 87, 155 Arrietty is telling him what is stealing and what is borrowing to Borrowers. He called himself a Borrower.

Arrietty-borrowing-She thinks it's borrowing because she and her family have to do it to live. pg. 87 Arrietty is telling the Boy that stealing is if a Borrower gets it from another Borrower.

Rosa Pickhatchet-stealing-She thinks it's stealing because she got fired from someone accusing she was the culprit, not the Borrower. pg. 18 She was accused that she stole a chess piece. It caused a lot of trouble.

Concept Development

Students make generalizations only after data are organized. Students can be led toward making generalizations through concept development and concept attainment strategies which are considered higher order of thinking. Generalizations like concepts, are the end products of a process of an individual's abstracting from a group of items of his experience those elements of characteristics the items share, and expressing his recognition of this commonality in a way that is convincing to others.

The concept of change is used as a unifying theme in language arts units. The development of concepts and generalizations is Students use the following set of core generalizations about change, derived from extensive reading on the concept in philosophy, sociology, and science, as a starting point to analyze literature:

Change is pervasive

Change is linked to time

Change may be perceived as systematic or random

Change may represent growth and development or regression and decay

Change may occur according to natural order or imposed by individuals or groups.

Generalizations about Change

Change is linked to time

- Life cycle
- Baking a cake

Change is everywhere

- The weather changes.
- The sky changes.
- Colors can change over time.

Change may be perceived as orderly or random.

- Winning a lottery

Change may be positive or negative

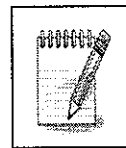
- Robbery
- Death from a painfully long illness

Change may be caused naturally or by people

- Because we have not been responsible about using our water supply wisely, we have to pay more for it.
- If you leave your house unsecured, you have to pay the consequences.

Name _____ Date _____

Activity



Change Matrix for Novels

Directions: Use the matrix to record your notes about changes you identify in the novels you are reading for the novel assignment.

Literature	Title of novel:	Title of novel:
Changes in characters: <ul style="list-style-type: none">• Changes characters make themselves• Changes in characters caused by their circumstances	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Changes in relationships: <ul style="list-style-type: none">• Changes in relationships of characters with one another• Changes in relationships of characters with their environment	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Changes in you as a result of reading: <ul style="list-style-type: none">• Changes in your understanding of the world• Changes in your understanding of yourself	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Novel Study Change Matrix

Change Matrix

Chasing
Vermeer

Change
Matrix

Handwritten notes on lined paper, including a table with columns for 'Character' and 'Change'. The notes are partially obscured by other papers and are difficult to read in detail.

6-19

Kalvin
Aronson

A Single Shard



The main character, a young boy by the name of Tree-ear, changes throughout the story. He starts out shy and reserved, careful not to let his strong feelings be revealed. Tree-ear is somewhat respectful to most elders and everyone he meets. When he begins to work for Min, the honorable potter, he begins to come out of his shell. He speaks more openly more often is a lot more daring.

By Emma

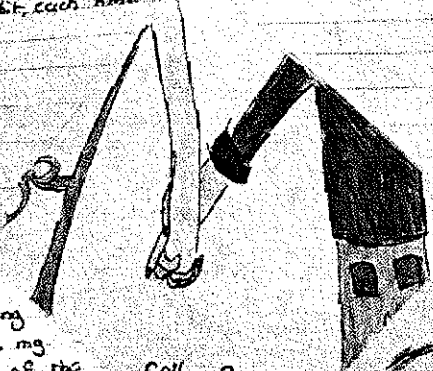


He grew...

Like I said before, Min's wife and Tree-ear were about as close as a cat and a dog. Then Min's wife begins to help Tree-ear by giving him clothes and food. They seem to inch toward each other, getting closer, just a bit, each time.

When...

Min's wife tells Tree-ear to call her Ajima, they soon become as close as a father and son. Min's wife or Ajima, now feeds him proper meals and treats him like the son she once had.



One thing that changes my understanding of the world is that things are much harder than you think. For example, Tree-ear wants to be a potter so he begins to work for the master potter, Min.

Callie Grace

In my honest opinion, I think in a way that you can become a potter like from his that. But there are detours and obstacles. Tree-ear's lingering I learned about my community, staying strong so that I'm kind of and like an eagle like Tree-ear I have a dream and sometimes the same things do slide me. But why are things that is different about the delay is that some I can't help, such as school. But as far as I know Tree-ear doesn't go to school, so he's in luck.

I understand now

The Watsons
Go to Birmingham
1963
Change Matrix

Change Matrix
by Emma



Activity 7
Directions: Use the matrix to help you for the novel assignment.

Lined writing area for the activity.

Repeat
Change Matrix
By Emma

Handwritten notes on the right side of the page.

Handwritten notes on the right side of the page.

By Emma

Handwritten notes at the bottom right.

SCUSD
Data Inquiry
2012-13

- SCUSD Principal Networks: Purpose, Guidelines and Outcomes
- Data Inquiry/Principal Networks
- Data Inquiry Instructional Rounds Syllabus

Sacramento City Unified School District
Principal Networks
2012-2013

Purpose:

- Principals Networks were developed to create a community of principals that support one another and share best practices through collaborative learning and collective responsibility.

Guidelines:

- Principals meet on the third Wednesday of the month beginning October 17. Networks will meet at an agreed upon location and time.
- Collectively the Networks define their area of focus.
- The Network principals will participate in at least two collective Instructional Rounds per year
- Principals create agenda and collect minutes from the meeting: *template provided*
- All principals will present, in their Networks, 3 years of school-wide data and SDIPs for the purpose of gaining feedback from colleagues: *template provided*
- Networks will be organized using a shared leadership model, where meetings will be facilitated, organized, and managed by different leaders within the Network
- Principals need to remain in the Network for the school year
- The point of contact for district support will be the Charter Oversight and Principal Network Coordinator

Outcomes:

- Principals will learn from each other relative to an identified area of focus
- Share strategies and best practices learned from each other relative to teaching and learning
- District support will be identified based on the individual needs of the Network
- Through the Instructional Rounds process, Principals will deepen their understanding of at least one of the seven principles of the Instructional Core*.

Seven Principles of the Instructional Core

1. Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn to do the work by doing the work, *not* by telling other people to do the work, *not* by having done the work at some time in the past, and *not* by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

Network #	School	Type of School	Principal
Inclusion/PBIS/SEL			
1	C. K. McClatchy	High	Peter Lambert
1	California	Middle	Elizabeth Vigil
1	Jedediah Smith	Elementary	William Aydlett
1	Sutterville	Elementary	Lori Aoun
Implementing Waldof Methods			
2	A.M. Winn	Elementary	Michael Kast
2	Alice Birney	k-8	Mechelle Horning
2	GW Carver	High	Allegra Alessandri
Writing/Common Core			
3	Rosemont	High	Leise Martinez
3	Albert Einstein	Middle	Garrett Kirkland
3	Abraham Lincoln	Elementary	Laura Butler
3	Golden Empire	Elementary	Irene Eister
3	Hubert Bancroft	Elementary	Enrique Flores
3	Isador Cohen	Elementary	Torie England
3	James Marshall	Elementary	Marla VanLaningham
3	OW Erlewine	Elementary	Terry Smith
3	Sequoia	Elementary	Cindy Hollander
Balanced Literacy with focus on Writing/Common Core			
4	HW Harkness	Elementary	Eric Chapman
4	John Sloat	Elementary	Angela Novotny-Katzakis
4	Oakridge	Elementary	Doug Huscher
4	Pony Express	Elementary	Debra Hetrick
4	William Land	Elementary	Ellen Lee Carlson
4	Washington	Elementary	Richard Dixon
4	Fern Bacon	Middle	Nancy Purcell
4	Sutterville	Elementary	Lori Aoun
4	Caroline Wenzel	Elementary	Amelia Williams
Writing			
5	Collis Huntington	Elementary	Jacqualynn Bonini
5	Hollywood Park	Elementary	Betsy Inchausti
5	Maple	Elementary	Lorena Carillo
ELA/Writing			
6	Kit Carson	Middle	Charlier Watters
6	Sutter	Middle	David Rodriguez
6	Caleb Greenwood	k-8	Amy Whitten
6	Crocker Riverside	Elementary	Alvin Lee
6	David Lubin	Elementary	Lynn Soto
6	Phoebe Hearst	Elementary	Andrea Egan
6	Theodore Judah	Elementary	Corrie Buckmaster
6	Camelia Basic	Elementary	Amelia Williams

Common Core/ELA			
7	Bowling Green-Chacon	Elementary	Liz Aguirre
7	Bowling Green-McCoy	Elementary	Susan Gibson
7	Cesar Chavez	Elementary	Antonio Medrano
7	Edward Kemble	Elementary	Shana Henry-Barton
7	Susan B Anthony	Elementary	Lee Yang
7	Woodbine	Elementary	Hamed Razawi
K-8; emphasis on middle grades			
8	Genevive Didion	k-8	Norm Policar
8	Leonardo da Vinci	k-8	Devon Davis
8	Martin Luther King Jr.	k-8	Reginald Brown
GLAD- Supporting Academic Achievement of ELLs			
9	Clayton B Wire	Elementary	Bao Moua
9	Earl Warren	Elementary	Carolyn Olsen
9	John Bidwell	Elementary	Charlotte Chadwick
9	Nicholas	Elementary	Rachel Lane
9	Pacific	Elementary	Elena Soto-Chapa
9	Parkway	Elementary	Kelley Odipo
Writing			
10	Bret Hart	Elementary	Santiago Chapa
10	Elder Creek	Elementary	Thule Doan
10	Ethel I Baker	Elementary	Olga Arellano
10	Fruit Ridge	Elementary	Yee Yang
10	Peter Burnett	Elementary	Manuel Huezco
10	Will C Wood	High School	Mary DeSplinter
Integrating Common Core Across Content Areas			
11	Joseph Bonnheim	Elementary	Mary Alvarez Jett
11	Mark Twain	Elementary	Rosario Guillen
11	Tahoe	Elementary	Katie Curry
Writing			
12	John F Kennedy	High	Chad Sweitzer
12	Sam Brannan	Middle	Greg Purcell
12	Matsuyama	Elementary	Judy Montgomery
12	John Cabrillo	Elementary	Evelyn Baffico
School Culture			
13	John Still	k-8	Sara Morabito
13	Rosa Parks	Middle	Robert Sullivan
13	Ethel Phillips	Elementary	Danny Hernandez
13	Father Keith B Kenny	Elementary	Gail Johnson
13	Mark Hopkins	Elementary	Tiffany Smith-Simmons
Curriculum and Instruction Plan – HJ ELA Instructional Model			
14	West Campus	High	Greg Thomas
14	Hiram Johnson	High	Felisberto Cedros
Accreditation, Linked Learning, Common Core			
15	Health Professions	High	Ann Curtis
15	New Tech	High	Paula Hanzel
15	GW Carver	High	Allegra Alessandri
15	SES	High	Matt Turkie
15	MET	High	Allen Young
15	American Legion	High	Stan Echols
15	Capity City Independent	High	Michael Salman
15	Luther Burbank	High	Ted Apel

EDWARD KEMBLE INSTRUCTIONAL ROUNDS: October 30, 2012

8:45 – Refreshments

9:00 – Welcome, Overview and Problem of Practice

- Instructional Core & Principles
- Overview of Day
- Problem of Practice

10:00 – Classroom Observation 1

	Group 1: Juanita* Gang† Toneiya Alicia F.	Group 2: Krys Leonardo† Latrice Maria*	Group 3: Alicia C. Nhia Yee*†
Visit 1: 10:00-10:15	Room 11 – 1 st Grade	Room 1 – Kinder	Room 6 – Kinder
Visit 2: 10:45-11:00	Room 5 – Kinder	Room 15 – 1 st Grade	Room 16 – 1 st Grade
Visit 3: 11:05-11:20	Room 20 – 2 nd Grade	Room 21 – 2 nd Grade (11-11:15)	Room 22 – 2 nd Grade
Visit 4: 11:25-11:40	Room 42 – 3 rd Grade	Room 41 – 3 rd Grade	Room 36 – 3 rd Grade

*Group Facilitator † Timekeeper

10:15 – Observation Debrief (Location: Data Room)

On Your own:

- Put a star next to observations that seem relevant to problem of practice
- Select 5-10 pieces of data, write each on a sticky note

With your small group:

- Take turns sharing your evidence. Remember to stay in the descriptive voice.
- On chart paper sort and group the evidence in ways that makes sense to you.

10:45 – Classroom Observations 2-4

11:40 – Lunch

12:10 – Observation Debrief (Location: Data Room)

On Your own:

- Put a star next to observations that seem relevant to problem of practice
- Select 5-10 pieces of data, write each on a sticky note

With your small group:

- Take turns sharing your evidence. Remember to stay in the descriptive voice.
- On chart paper sort and group the evidence in ways that makes sense to you.
- If a piece of evidence belongs in more than one category, you may write another sticky note.

1:00 – Description, Analysis and Prediction

Description:

- Share observations of each classroom. Stay descriptive – “What did you see/hear that makes you think that?” “What is the evidence?”
- On chart paper sort and group the evidence in ways that makes sense to you. Write a general statement summarizing the group or category.

Analysis:

With your small group:

- Look at the evidence for each group or category and identify the patterns.
- Write a general statement for each pattern your group identified.

Prediction:

- If students in this school did exactly what teachers asked them to do, what do you predict students would be able to do?

2:00 – Next Level of Work

- As we look at the data and how we group the data, what needs to be done between now and the next set of rounds?
- What feedback/suggestions would you give to Principal/Leadership Team about next steps?

2:30 – Transfer to Practice

- In what ways do you intend to refine your own practice as a result of this experience?

2:40 – Final Words from Dr. Henry

EDWARD KEMBLE INSTRUCTIONAL ROUNDS: October 29-30, 2012

Theory of Action:

If we focus on rigorous standards-based instruction through High Quality First Instruction, Culturally Responsive Pedagogy and Differentiation, then we will see increased student achievement in standards-based assessments and elimination of the racial achievement gap.

Background:

We have been engaged in a long-term process of becoming culturally responsive educators, delivering high quality first instruction and using data to drive targeted and differentiated instruction . A series of opportunities for professional development with High Quality First Instruction (Direct Instruction), Differentiation, Culturally Responsive and Linguistic Pedagogy, and Frontloading for English Learners have been made available for teachers. As a whole, we have embraced the opportunity to collaborate with one another through Common Planning Time and Academic Conferences. The data shows variability among classrooms remains and we have widened the racial achievement gap. Additionally, results from previous Instructional Rounds indicate that students are still participating in low rigor tasks, lessons are missing elements of High Quality First Instruction and CLR protocols are minimal.

Problem of Practice:

What kinds of learning tasks are students being asked to do and how are they demonstrating their understanding and engagement?

Guiding Questions:

- What tasks are students expected to do that require high levels and depth of critical thinking?
- How is content made relevant and engaging for African American students?
- What is the student's role during teacher-student interactions?

Note-Taking Sheet - Room # SAMPLE

Focus Questions

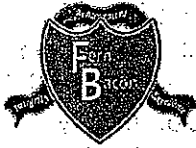
- What tasks are students expected to do that require high levels and depth of critical thinking?
- How is content made relevant and engaging for African American students?
- What is the student's role during teacher-student interactions?

Guidelines for observations:

- Listen; don't interrupt the teacher or disturb the lesson
- It's fine to ask students questions as long as it seems appropriate at the point in the lesson
- Talk with other observers during the debrief, not in the classrooms or the hallways
- Focus on what the students are actually doing

Questions for students:

- What are you learning? What are you working on?
- What do you do if you don't know the answer or you're stuck?
- How will you know when you're finished?
- How will you know if what you've done is good quality?



Fern Bacon Instructional Rounds Summary Notes

Purpose:

The purpose of Instructional Rounds is to eliminate the variability of instructional practice across classrooms, and to collect classroom data that will lead to a next level of work to change and improve our instructional practices school-wide.

Process:

The process includes doing classroom visits in teams, collecting evidence of what was observed in student work/performance, debriefing collected evidence, analyzing evidence collected, making predictions and developing a focus for the "next level" of work.

Theory of Action:

The Theory of Action establishes a desired state / condition if our Problem of Practice (POP) is remedied.

Fern Bacon's Theory of Action is...

If ...

HQFI is the vehicle by which we plan and execute rigorous units of study (tasks) on the Common Core Standards and these learning experiences include:

- Objective & Purpose – establish clear, measurable objectives leading to rigorous tasks
- Teach Phase – teach, model, and check for understanding (question + wait time + prompt + why)
- Structured Practice – provide rich opportunities for students to engage with content, check regularly for student understanding, and provide corrective feedback
- Independent Practice – allow time for correct practice to ensure mastery
- Close & Assess – determine if what was taught was learned, as evidenced by proficiency

Then...

We will hear and see evidence of high-level critical thinking in student's verbal and written communication on DOK level 3 & 4 tasks.

Background / Problem of Practice:

Fern Bacon Middle School students bring varying levels of prior knowledge and grade level readiness into the classroom. All students are not given opportunities to practice critical thinking. As a result, we often have inconsistent expectations of our students with regard to their demonstration of mastery and many students are still participating in low rigor tasks without being challenged to think critically.

Instructional Rounds #2: December 17, 2012

Group 1	Group 2	Group 3	Group 4
Mary Amber Becky	Jenna Christie Julia	Nancy Steve Justine	Lois Sherri Aprille

Time	Group 1	Group 2	Group 3	Group 4
8:15-9:00 AM	Conference	Room-----	-----	-----
2 nd Period 9:11-9:31	Wenell 209	Cantwell 201	Del Agua 20	Mc Fall 16
2 nd Period 9:41-10:01	Carr 202	Fernald 6	Smith 61	Crenshaw 15
3 rd Period 10:36-10:56	Haley 4	White- Andrews 205	Carr 202	Bair 10
4 th Period 11:02-11:22	Cantwell 201	Freathy 2	Wigmore 7	Safavi 204

SCUSD Middle School Definition of Rigor:

"The capacity to understand and apply content that is complex, ambiguous, proactive, and personally and/or emotionally challenging."

Jennifer

Tips for Notetaking

Everybody should:

- Note the POP (Problem of Practice)
- Note which classroom (but not the teacher's name)
- Remember the POP – this is the lens for your observations
- Pay attention to the task
- Star the really important points

Nobody should:

- Include names of students or teachers

Rounds Norms

- Description only – no judging AT ALL
- No hallway debriefing – this means NO talking about what you saw except in the context of the formal debriefing process
- Talking to students is fine (but don't interrupt the lesson)
- Cell phones on silent mode
- Keep on schedule
- Take notes
- When analyzing evidence, ask each other "what is the evidence?"
- Call each other on norms violations

Appendix G – OE 10.7 & 10.8

- Open Enrollment 2013
- California High School Exit Exam (CAHSEE) – Grade 10 Summary
- Cohort Graduation and Dropout Rate Results
- Adequate Yearly Progress (AYP) and Program Improvement (PI) Status
- API Growth Progression 2008-2012

Open Enrollment 2013

Elementary Open Enrollment

Total Applications	Accepted	Waiting List	Did Not Meet Criteria	Denied
1812	1362	128	55	267

Middle School Open Enrollment

Total Applications	Accepted	Waiting List	Did Not Meet Criteria	Denied
901	636	89	0	176

High School Open Enrollment

Total Applications	Accepted	Waiting List	Did Not Meet Criteria	Denied
1127	687	25	262	153

Total District

Grand Total Applications	Total Accepted	Total Waiting List	Total Did Not Meet Criteria	Total Denied
3840	2685	242	317	596

Sacramento City Unified School District
California High School Exit Examination (CAHSEE) Grade 10 Summary

CAHSEE English Language Arts Grade 10						
School/District/County/State	2010-2011			2011-2012		
	Number Tested	Percent Passed	% Proficient & Above**	Number Tested	Percent Passed	% Proficient & Above**
American Legion High	32	31%	3%	23	48%	9%
Arthur Benjamin Health Professions	105	73%	46%	110	87%	47%
Burbank (Luther) High	456	72%	38%	428	68%	30%
Capital City	144	56%	20%	128	64%	27%
George Washington Carver	64	89%	73%	83	92%	65%
Johnson (Hiram W.) High	434	67%	37%	363	71%	36%
Kennedy (John F.) High	485	84%	61%	472	84%	60%
McClatchy (C.K.) High	545	82%	64%	569	82%	60%
New Technology High	94	78%	55%	70	86%	41%
NPS Students	13	54%	15%	8	*	*
Rosemont High School	396	80%	55%	344	81%	51%
School of Engineering and Sciences	63	98%	79%	55	100%	76%
The Met Sacramento	65	86%	65%	78	88%	56%
West Campus	230	100%	98%	231	99%	93%
Sacramento City Unified School District	3,126	78%	54%	2,964	80%	52%
Sacramento County	17,988	81%	57%	17,408	83%	55%
California	475,801	82%	59%	467,654	83%	56%

CAHSEE Mathematics Grade 10						
School/District/County/State	2010-2011			2011-2012		
	Number Tested	Percent Passed	% Proficient & Above**	Number Tested	Percent Passed	% Proficient & Above**
American Legion High	27	37%	15%	21	38%	5%
Arthur Benjamin Health Professions	106	75%	44%	107	85%	50%
Burbank (Luther) High	456	81%	53%	427	76%	44%
Capital City	141	47%	13%	126	56%	24%
George Washington Carver	64	81%	59%	83	90%	76%
Johnson (Hiram W.) High	440	67%	34%	363	78%	45%
Kennedy (John F.) High	486	85%	59%	473	86%	64%
McClatchy (C.K.) High	545	81%	58%	572	83%	60%
New Technology High	94	77%	41%	70	77%	29%
NPS Students	16	38%	0%	9	*	*
Rosemont High School	396	81%	56%	343	84%	58%
School of Engineering and Sciences	62	98%	73%	55	95%	65%
The Met Sacramento	64	81%	50%	78	69%	44%
West Campus	230	99%	90%	231	100%	91%
Sacramento City Unified School District	3,127	79%	53%	2,960	82%	56%
Sacramento County	17,945	82%	55%	17,344	83%	56%
California	473,428	83%	56%	465,414	84%	58%

* less than 10 students

**Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only.

Data Source: <http://dq.cde.ca.gov/dataquest/>

Cohort Graduation and Dropout Rate Results
2009-10, 2010-11, and 2011-12 Comparisons

Cohort Graduation Rates								
Group	2009-10		2010-11		Change (2011-2010)	2011-12		Change (2012-2011)
	%	#	%	#		%	#	
All Students	68.0%	2,159	74.6%	2,454	6.6%	79.8%	2,425	5.2%
Hispanic	61.2%	622	71.0%	699	9.8%	75.2%	720	4.2%
American Indian	48.5%	16	68.0%	17	19.5%	52.6%	*	-15.4%
Asian	85.3%	646	86.0%	731	0.7%	89.6%	652	3.6%
Pacific Islander	53.9%	21	68.2%	45	14.3%	75.4%	43	7.2%
Filipino	67.7%	21	84.2%	32	16.5%	90.6%	29	6.4%
African American	47.5%	241	61.3%	338	13.8%	69.3%	300	8.0%
White	68.2%	397	75.2%	437	7.0%	79.3%	441	4.1%
Two or More	95.1%	194	81.6%	155	-13.5%	90.2%	230	8.6%
Not Reported	20.0%	*	0.0%	*	*	0.0%	*	0.0%
English Learners	63.8%	510	70.8%	633	7.0%	75.6%	557	4.8%
Migrant	67.7%	21	80.0%	*	12.3%	68.0%	17	-12.0%
Special Education	51.6%	221	62.4%	277	10.8%	62.7%	237	0.3%
Socioeconomically Disadvantaged	71.6%	1,774	76.7%	2,091	5.1%	80.3%	2,066	3.6%
Male	65.5%	1,048	71.8%	1,225	6.3%	75.7%	1,178	3.9%
Female	70.6%	1,111	77.6%	1,229	7.0%	84.1%	1,247	6.5%

Cohort Dropout Rates								
Group	2009-10		2010-11		Change (2011-2010)	2011-12		Change (2012-2011)
	%	#	%	#		%	#	
All Students	23.2%	737	18.0%	593	-5.2%	11.5%	348	-6.5%
Hispanic	27.8%	282	20.0%	199	-7.8%	13.8%	132	-6.2%
American Indian	36.4%	12	32.0%	*	-4.4%	31.6%	*	-0.4%
Asian	10.7%	81	10.2%	87	-0.5%	6.6%	48	-3.6%
Pacific Islander	28.2%	11	22.7%	15	-5.5%	15.8%	*	-6.9%
Filipino	22.6%	*	10.5%	*	-12.1%	6.3%	*	-4.2%
African American	37.1%	188	27.6%	152	-9.5%	15.5%	67	-12.1%
White	25.1%	146	17.9%	104	-7.2%	12.4%	69	-5.5%
Two or More	2.5%	*	11.1%	21	8.6%	5.5%	14	-5.6%
Not Reported	80.0%	*	75.0%	*	-5.0%	25.0%	*	-50.0%
English Learners	25.4%	203	20.7%	185	-4.7%	14.8%	109	-5.9%
Migrant	22.6%	*	10.0%	*	-12.6%	24.0%	*	14.0%
Special Education	26.2%	112	20.7%	92	-5.5%	14.6%	55	-6.1%
Socioeconomically Disadvantaged	18.6%	462	15.5%	424	-3.1%	10.1%	260	-5.4%
Male	24.8%	397	20.3%	346	-4.5%	13.4%	208	-6.9%
Female	21.6%	340	15.6%	247	-6.0%	9.4%	140	-6.2%

* 10 or fewer students

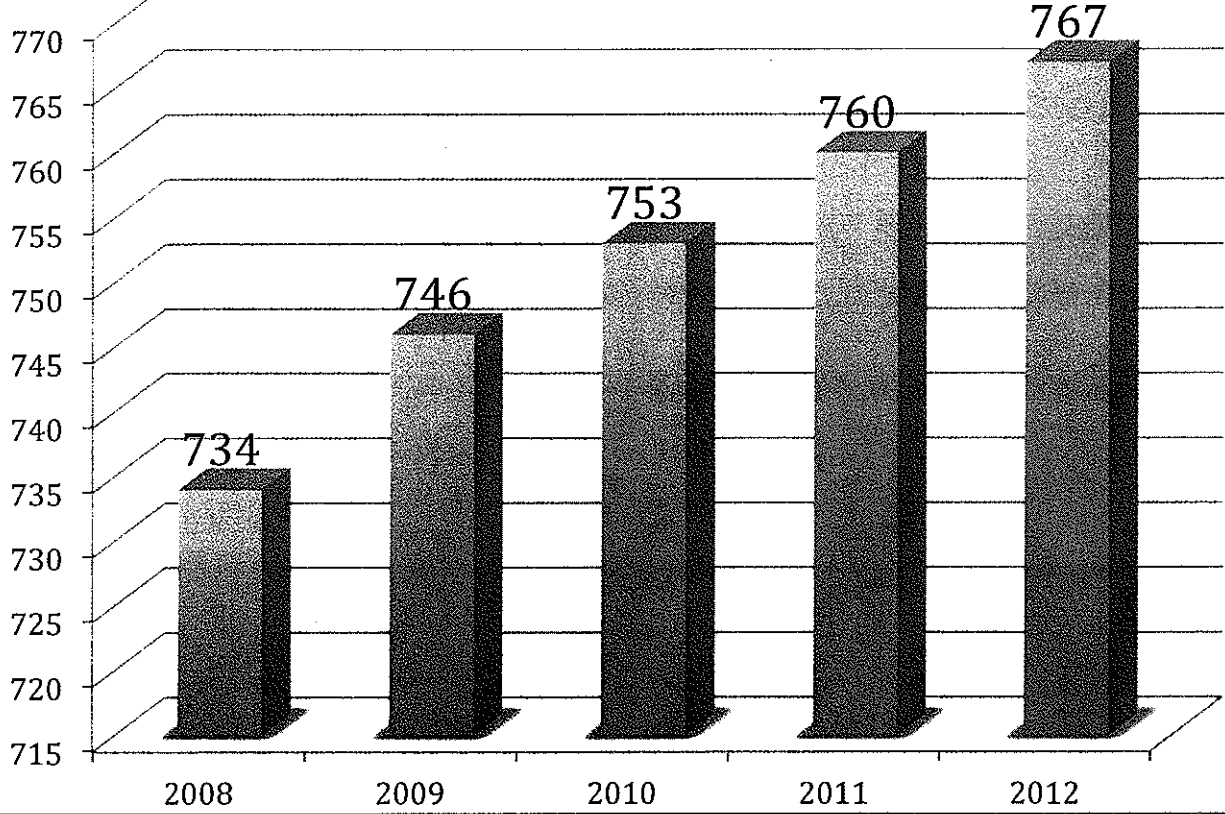
Sacramento City Unified School District
Adequate Yearly Progress (AYP) and Program Improvement (PI) Status
Internal Use Only EMBARGOED Until October 11, 2012

District/School	Criteria Met	Met 2011-12 Criteria for:					PI Status
		All	ELA	Math	API	Grad. Rate	
SCUSD	26 of 50	No	No	No	Yes	No	Year 3
Elementary Schools							
A. M. Winn	14 of 21	No	No	No	Yes	N/A	Year 4
Abraham Lincoln	13 of 23	No	No	No	Yes	N/A	Year 1
Alice Birney Waldorf-Inspired K-8	17 of 17	Yes	Yes	Yes	Yes	N/A	Not Title 1
Bowling Green	16 of 21	No	No	No	Yes	N/A	Year 5
Bret Harte	16 of 21	No	No	No	Yes	N/A	Year 2
Caleb Greenwood	13 of 21	No	No	No	Yes	N/A	Not Title 1
Camellia	20 of 21	No	Yes	No	Yes	N/A	Not in PI
Caroline Wenzel	18 of 29	No	No	No	Yes	N/A	Year 3
Cesar Chavez	18 of 25	No	No	No	Yes	N/A	Year 1
Clayton B. Wire	16 of 21	No	No	No	Yes	N/A	Year 4
Collis P. Huntington	9 of 17	No	No	No	No	N/A	Year 5
Crocker/Riverside	17 of 17	Yes	Yes	Yes	Yes	N/A	Not Title 1
David Lubin	16 of 17	No	Yes	No	Yes	N/A	Not Title 1
Earl Warren	12 of 21	No	No	No	Yes	N/A	Year 2
Edward Kemble	22 of 23	No	Yes	No	Yes	N/A	Not in PI
Elder Creek	15 of 21	No	No	No	Yes	N/A	Year 2
Ethel I. Baker	8 of 17	No	No	No	No	N/A	Year 4
Ethel Phillips	12 of 17	No	No	No	Yes	N/A	Year 5
Father Keith B. Kenny	16 of 17	No	Yes	No	Yes	N/A	Not in PI
Freeport	18 of 24	No	No	No	Yes	N/A	Year 5
Fruit Ridge	15 of 19	No	No	Yes	Yes	N/A	Year 4
Genevieve Didion	18 of 21	No	No	No	Yes	N/A	Not Title 1
Golden Empire	15 of 21	No	No	No	Yes	N/A	Year 1
H. W. Harkness	12 of 21	No	No	No	Yes	N/A	Year 1
Hollywood Park	10 of 13	No	Yes	No	Yes	N/A	Year 4
Hubert H. Bancroft	12 of 21	No	No	No	Yes	N/A	Not Title 1
Isador Cohen	17 of 25	No	No	No	Yes	N/A	Year 1
James Marshall	14 of 19	No	No	No	Yes	N/A	Year 1
Jedediah Smith	6 of 13	No	No	No	No	N/A	Year 5
John Bidwell	19 of 23	No	No	Yes	Yes	N/A	Year 3
John Cabrillo	18 of 25	No	No	No	Yes	N/A	Year 3
John D. Sloat	10 of 19	No	No	No	No	N/A	Year 3
John H. Still	17 of 25	No	No	No	Yes	N/A	Year 5
Joseph Bonnheim	14 of 17	No	Yes	No	Yes	N/A	Year 5
Leonardo Da Vinci	11 of 17	No	No	No	Yes	N/A	Not Title 1
Maple	10 of 17	No	No	No	Yes	N/A	Year 4
Mark Hopkins	12 of 23	No	No	No	No	N/A	Year 5
Mark Twain	8 of 17	No	No	No	No	N/A	Year 4
Martin Luther King, Jr.	19 of 27	No	No	No	Yes	N/A	Year 2
Matsuyama	22 of 29	No	No	No	Yes	N/A	Not Title 1
Nicholas	12 of 25	No	No	No	No	N/A	Year 3
O. W. Erlewine	14 of 21	No	No	No	Yes	N/A	Year 2
Oak Ridge	16 of 25	No	No	No	Yes	N/A	Not in PI
Pacific	10 of 21	No	No	No	No	N/A	Year 5
Parkway	16 of 25	No	No	No	Yes	N/A	Year 2
Peter Burnett	11 of 21	No	No	No	Yes	N/A	Year 2
Phoebe A. Hearst	16 of 17	No	No	Yes	Yes	N/A	Not Title 1
Pony Express	22 of 27	No	No	No	Yes	N/A	Not in PI
Sequoia	15 of 19	No	No	No	Yes	N/A	Not Title 1
Susan B. Anthony	9 of 17	No	No	No	Yes	N/A	Not in PI
Sutterville	16 of 25	No	No	No	Yes	N/A	Not Title 1
Tahoe	10 of 17	No	No	No	Yes	N/A	Year 4
Theodore Judah	19 of 19	Yes	Yes	Yes	Yes	N/A	Not Title 1
Washington	9 of 17	No	No	No	Yes	N/A	Year 3
William Land	17 of 21	No	No	No	Yes	N/A	Year 2
Woodbine	22 of 27	No	No	Yes	Yes	N/A	Year 2

District/School	Criteria Met	Met 2011-12 Criteria for:					PI Status
		All	ELA	Math	API	Grad. Rate	
Middle Schools							
Albert Einstein	22 of 25	No	No	No	Yes	N/A	Year 4
California	20 of 25	No	Yes	No	Yes	N/A	Year 5
Fern Bacon	25 of 25	Yes	Yes	Yes	Yes	N/A	Year 5
Kit Carson	18 of 23	No	No	No	Yes	N/A	Year 5
Rosa Parks	22 of 29	No	Yes	No	Yes	N/A	Year 5
Sam Brannan	25 of 29	No	Yes	No	Yes	N/A	Year 5
Sutter	18 of 29	No	No	No	Yes	N/A	Not Title 1
Will C. Wood	21 of 21	Yes	Yes	Yes	Yes	N/A	Year 5
High Schools							
Arthur A. Benjamin Health Professions	11 of 14	No	No	Yes	Yes	Yes	Year 1
C. K. McClatchy	19 of 26	No	No	No	Yes	No	Year 3
George Washington Carver	4 of 5	No	No	Yes	Yes	N/A	Not in PI
Hiram W. Johnson	16 of 22	No	No	No	Yes	No	Year 5
John F. Kennedy	17 of 26	No	No	No	Yes	No	Year 3
Luther Burbank	13 of 26	No	No	No	No	Yes	Year 4
New Technology	4 of 6	No	No	No	Yes	Yes	Year 1
Rosemont	14 of 26	No	No	No	Yes	No	Year 4
School of Engineering & Sciences	15 of 25	No	No	No	Yes	N/A	Year 1
The MET	2 of 6	No	No	No	No	No	Not Title 1
West Campus	18 of 18	Yes	Yes	Yes	Yes	Yes	Not Title 1
Small Schools							
John Morse Therapeutic Center	3 of 4	No	No	Yes	N/A	N/A	Year 3
ASAM Schools							
American Legion (Cont.)	5 of 6	No	Yes	No	Yes	Yes	Year 5
Capital City Independent Study	13 of 16	No	No	No	Yes	Yes	Year 4
Success Academy	4 of 4	Yes	Yes	Yes	N/A	N/A	Not Title 1

Independent Charter Schools	Criteria Met	Met 2011-12 Criteria for:					PI Status
		All	ELA	Math	API	Grad. Rate	
Elementary Schools							
Aspire Capitol Heights Academy	17 of 17	Yes	Yes	Yes	Yes	N/A	Not in PI
California Montessori Project-Capitol	7 of 9	No	Yes	No	Yes	N/A	Not Title 1
Capitol Collegiate Academy	1 of 3	No	No	No	Yes	N/A	Not in PI
Sol Aureus College Preparatory	12 of 13	No	No	Yes	Yes	N/A	Not in PI
St. HOPE Public School 7 (PS7)	10 of 13	No	No	Yes	Yes	N/A	Not in PI
The Language Academy of Sacramento	13 of 17	No	No	Yes	Yes	N/A	Year 5
Yav Pem Suab Academy	17 of 17	Yes	Yes	Yes	Yes	N/A	Not in PI
High Schools							
Sacramento Charter	16 of 18	No	No	Yes	Yes	Yes	Year 5

API Growth Progression 2008-2012



Appendix H-OE 10.9 & 10.10

- Sample Master Schedules
- Sample Field Trip Request

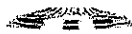
Clayton B. Wire Elementary School

2012-2013 Bell Schedule

Preschool						
Regular Day	AM=8:30 a.m.-11:30 a.m. Mon.-Thurs. PM=12:30 p.m.-3:30 p.m. Mon.-Fri.					
Kindergarten						
Regular Day <i>200 minutes</i>	AM= 8:00-11:20 PM= 10:40-2:00	This school operates 178 instructional days as follows: <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Regular</td> <td style="padding: 2px;">166</td> </tr> <tr> <td style="padding: 2px;">Shortened days</td> <td style="padding: 2px;">12</td> </tr> </table>	Regular	166	Shortened days	12
Regular	166					
Shortened days	12					
Lunch	AM	11:20-11:50				
	PM	11:40-12:10				

Grades 1-3					
Regular Day <i>285 minutes</i>	8:15 a.m. – 2:00 p.m.		Shortened Day <i>230 minutes</i>	8:15 a.m. – 12:50 p.m.	
Instructional Time	8:15-10:00	105min	Instructional Time	8:15-10:00	105min
Recess Schedule	10:00-10:10	10min	Recess Schedule	10:00-10:10	10min
Instructional Time	10:15-11:00, 11:30	45min 75min	Instructional Time	10:10-12:15	125min
Lunch	1 st & 2 nd	11:00-11:40 40min	Dismissal/Lunch	12:15-1:00	45min
Lunch	3 rd	11:25-12:15 50min			
Instructional Time	11:35-12:50	85min			
Recess Schedule 1 st and 2 nd	12:50-1:00	10min			
Instructional Time	1:00-2:00	60min			
Instructional Time	12:15-2:00	105min			

Intermediate Grades 4-6					
Regular Day <i>305 minutes</i>	8:00 a.m. – 2:00p.m.		Shortened Day <i>241 minutes</i>	8:00 a.m. – 12:50 p.m.	
Instructional Time	8:00-10:20	140min	Instructional Time	8:00-10:20	140min
Recess Schedule	10:20-10:30	10min	Recess Schedule	10:20-10:30	10min
Instructional Time	10:30-11:30, 12:00	60min 85min	Instructional Time	10:30-12:11	101
Lunch	4 th	11:30-12:15 45min	Dismissal/Lunch	12:11-1:00	49min
Lunch	5 th & 6 th	12:00-12:45 45min			
Instructional Time	12:15-2:00	105min			
Instructional Time	12:40-2:00	80min			



Regular Day

Kinder	1 st -3 rd Grades	4 th -6 th Grades	7 th Grade
Breakfast 7:30	Breakfast 7:30	Breakfast 7:30	Breakfast 7:30
Tardy Warning Bell 7:55	Tardy Warning Bell 7:55	Tardy Warning Bell 7:55	Tardy Warning Bell 7:55
Instruction 8:00-9:30	Instruction 8:00-9:45	Instruction 8:00-10:15	PE Period 8:00-8:51
AM Recess 9:30-9:45	AM Recess 9:45-10:00	AM Recess 10:15-10:30	PE Transition 8:51-9:00
Instruction 9:45-11:00	Instruction 10:00-11:15	Instruction 10:30-11:45	Instruction 9:00-10:40
Lunch 11:00-11:30	1 st & 2 nd Lunch 11:15-11:55	4 th & 5 th Lunch 11:45-12:25	Break 10:40-10:50 10:50-11:55
Instruction 11:30-1:50	3 rd Grade Lunch 11:35-12:15	6 th Lunch 11:55-12:35	Lunch 11:55-12:25
	1 st & 2 nd Instruction 11:55-2:00	4 th & 5 th Instruction 12:25-2:00	Instruction 12:35-2:05
	3 rd Instruction 12:15-2:00	6 th Instruction 12:35-2:00	

Shortened Day

Kinder	1 st -3 rd Grades	4 th -6 th Grades	7 th Grade
Breakfast 7:30	Breakfast 7:30	Breakfast 7:30	Breakfast 7:30
Tardy Warning Bell 7:55	Tardy Warning Bell 7:55	Tardy Warning Bell 7:55	Tardy Warning Bell 7:55
Instruction 8:00-9:30	Instruction 8:00-9:45	Instruction 8:00-10:15	PE Period 8:00-8:51
AM Recess 9:30-9:45	AM Recess 9:45-10:00	AM Recess 10:15-10:30	PE Transition 8:51-9:00
Instruction 9:45-11:00	Instruction 10:00-11:05	Instruction 10:30-11:35	Instruction 9:00-10:40
Lunch 11:00-11:30	1 st & 2 nd Lunch 11:15-11:45	4 th & 5 th Lunch 11:45-12:15	Break 10:40-10:50 10:50-11:55
Instruction 11:30-12:46	3 rd Grade Lunch 11:35-12:05	6 th Lunch 11:55-12:35	Lunch 11:55-12:25
12:46 Dismissal	12:46 Dismissal	12:46 Dismissal	12:35 Dismissal

Principal: Gail Johnson ext. 1011

Vice Principal: Alphonso Powell Ext. 1002

Office Manager: Claudia Agnos ext. 1001

3525 Martin Luther King, Jr. Blvd. * Sacramento, CA 95817

Office: (916) 277-6500 * Fax: (916) 277-6507

Phoebe Hearst Elementary School
Regular Day – Bell Schedule
2012 – 2013

Primary

				Minutes
7:30-8:10	Morning Drop Off	Bell Rings	8:10	
8:10-9:45	Primary Instruction Time			95
9:45-10:00	Primary Recess	Bell Rings	10:00	
10:00-11:40	Primary Instruction Time			100
11:35 – 12:10	Primary Lunch	Bell Rings	12:10	
12:10-1:00	Primary Instruction Time			50
1:00-1:15	Primary Recess	Bell Rings	1:15	
1:15-2:00	Primary Instruction Time			45
	Primary Dismissal	Bell Rings	2:00	
	Final pick up bell	Bell Rings	2:25	
				285

Intermediate

				Minutes
7:30-8:10	Morning Drop Off	Bell Rings	8:10	
8:10-10:10	Intermediate Instruction Time			120
10:10-10:25	Intermediate Recess	Bell Rings	10:25	
10:25-12:00	Intermediate Instruction Time			95
12:00-12:35	Intermediate Lunch 4, 5, 6	Bell Rings	12:35	
12:35-2:05	Intermediate Instruction Time			90
	Intermediate Dismissal	Bell Rings	2:05	
	Final Pick up Bell	Bell Rings	2:25	
				305

End of Day gate duty: 1:55-2:10 (Primary) and 2:10-2:25 (Intermediate)

Kindergarten

		Minutes
7:55-8:10	Morning Drop Off	
8:10-9:00	Instruction	50
9:10-9:30	Recess	
9:30-10:20	Instruction	60
10:20-10:30	Break	
10:30-11:00	Instruction	30
11:00-11:30	Lunch	
11:30-11:45	Recess	
11:45-12:15	Instruction	30
12:15-12:30	Recess	
12:30-1:00	Instruction	30
		200

2012-2013 Hiram Johnson Bell Schedule & Minutes

Regular Day						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Minutes
0 period begin	7:18 AM	7:18 AM	7:18 AM	7:18 AM	7:18 AM	
0 period end	8:13 AM	8:13 AM	8:13 AM	8:13 AM	8:13 AM	55
1st begin	8:20 AM	8:20 AM	8:20 AM	8:20 AM	8:20 AM	
1st end	9:15 AM	9:15 AM	9:15 AM	9:15 AM	9:15 AM	55
2nd begin	9:22 AM	9:22 AM	9:22 AM	9:22 AM	9:22 AM	7
2nd end	10:22 AM	10:22 AM	10:22 AM	10:22 AM	10:22 AM	60
3rd begin	10:29 AM	10:29 AM	10:29 AM	10:29 AM	10:29 AM	7
3rd end	11:24 AM	11:24 AM	11:24 AM	11:24 AM	11:24 AM	55
4th begin	11:31 AM	11:31 AM	11:31 AM	11:31 AM	11:31 AM	7
4th end	12:26 PM	12:26 PM	12:26 PM	12:26 PM	12:26 PM	55
Lunch begin	12:26 PM	12:26 PM	12:26 PM	12:26 PM	12:26 PM	
Lunch end	1:02 PM	1:02 PM	1:02 PM	1:02 PM	1:02 PM	36
5th begin	1:09 PM	1:09 PM	1:09 PM	1:09 PM	1:09 PM	7
5th end	2:04 PM	2:04 PM	2:04 PM	2:04 PM	2:04 PM	55
6th begin	2:11 PM	2:11 PM	2:11 PM	2:11 PM	2:11 PM	7
6th end	3:06 PM	3:06 PM	3:06 PM	3:06 PM	3:06 PM	55
7th period begin	3:13 PM	3:13 PM	3:13 PM	3:13 PM	3:13 PM	
7th period end	4:08 PM	4:08 PM	4:08 PM	4:08 PM	4:08 PM	
Classroom Minutes	335	335	335	335	335	
Each passing period minutes	7	7	7	7	7	
# of passing periods	5	5	5	5	5	
Total passing period minutes	35	35	35	35	35	
Total Instructional Minutes/Day	370	370	370	370	370	
Total Days	30	35	35	35	32	167
Total Minutes/Year	11,100	12,950	12,950	12,950	11,840	61,790
Minimum Day Shortened days:						
(1/1/2, 1/2/5, 4/1/2, 6/1/3); Finals (1/2/2, 1/2/3, 1/2/4, 6/7, 6/1/0, 6/1/1, 6/1/2)						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
0 begin	7:39	7:39	7:39	7:39	7:39	
0 end	8:13	8:13	8:13	8:13	8:13	34
1st begin	8:20 AM	8:20 AM	8:20 AM	8:20 AM	8:20 AM	
1st end	8:54 AM	8:54 AM	8:54 AM	8:54 AM	8:54 AM	34
2nd begin	9:01 AM	9:01 AM	9:01 AM	9:01 AM	9:01 AM	7
2nd end	9:35 AM	9:35 AM	9:35 AM	9:35 AM	9:35 AM	34
3rd begin	9:42 AM	9:42 AM	9:42 AM	9:42 AM	9:42 AM	7
3rd end	10:16 AM	10:16 AM	10:16 AM	10:16 AM	10:16 AM	34
4th begin	10:23 AM	10:23 AM	10:23 AM	10:23 AM	10:23 AM	7
4th end	10:57 AM	10:57 AM	10:57 AM	10:57 AM	10:57 AM	34
5th begin	11:04 AM	11:04 AM	11:04 AM	11:04 AM	11:04 AM	7
5th end	11:38 AM	11:38 AM	11:38 AM	11:38 AM	11:38 AM	34
6th begin	11:45 AM	11:45 AM	11:45 AM	11:45 AM	11:45 AM	7
6th end	12:19 PM	12:19 PM	12:19 PM	12:19 PM	12:19 PM	34
Lunch begin	12:19 PM	12:19 PM	12:19 PM	12:19 PM	12:19 PM	0
Lunch end	12:55 PM	12:55 PM	12:55 PM	12:55 PM	12:55 PM	36
7th begin	1:02 PM	1:02 PM	1:02 PM	1:02 PM	1:02 PM	
7th end	1:36 PM	1:36 PM	1:36 PM	1:36 PM	1:36 PM	34
Classroom Minutes	204	204	204	204	204	
Each passing period minutes	7	7	7	7	7	
# of passing periods	5	5	5	5	5	
Total passing period minutes	35	35	35	35	35	
Total Instructional Minutes/Day	239	239	239	239	239	
Total Days	1	2	2	2	4	11
Total Minutes/Year	239	478	478	478	956	2,629
Total Annual Instructional Days						178
Total Annual Minutes						64,419

Sacramento City Unified School District
FIELD TRIP REQUEST FORM
 (USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form required for each student field trip, See reference distribution section for details concerning each type of trip.
 School Name _____ Date _____

Teacher's Name _____ Room # _____ Telephone # _____
 Fax # _____

Field Trip Destination _____

- Local (50 mile radius) Out-of-Town (Beyond 50 mile radius) Overnight
 Out-of-State/Country Involving Swimming or Wading Unusual Activities

Route _____

Educational nature of field trip/excursion _____

Depart Date _____ Time _____ am/pm Return Date _____ Time _____ am/pm

- TRANSPORTATION** will be provided by: Walking School Bus – Contact Transportation Field Trip Office
 Chartered Bus Company Certified: yes no – Check Risk Management Web Site
 Private Vehicle – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Parent Driver – Must have fingerprint clearance, check with Volunteer Office.
 Faculty Driver – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Public Transportation Train Commercial Airline Other: _____

Funding Source _____ Financial Assistance Available? yes no

Number of students participating: _____

Adult Supervisors/ Drivers:	DRIVER		DRIVER
1) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	2) _____	<input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Teachers and Staff Attending:

1) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	2) _____	<input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Principal Approval _____ Date _____

Risk Management Approval (Unusual Activities) _____ Date _____

Segment Administrator Approval _____ Date _____

Distribution: Refer to Field Trip Information Form RSK 106F for the forms and distribution required for each trip:

- Local Trip: (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
- Out-Of-Town: (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Overnight Trip: Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Swimming or Wading: Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Unusual Activities (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.) - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. **Must purchase Special Event Liability Insurance.**
- Out-of-State/Country: Submit to Principal for approval then forward to Segment Administrator and Risk Management **SIX (6) WEEKS** prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit for Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board.

Maintain a copy of all forms at site for 2 years. Approved forms will be returned by Segment Administrator



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# _____

Meeting Date: May 2, 2013

Subject: John Bidwell Elementary School Field Trip to Washington, D. C.
June 4 – 8, 2013

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Area Assistant Superintendents

Recommendation: Approve John Bidwell Elementary School Field Trip to Washington, D. C.
June 4 – 8, 2013

Background/Rationale: June 4 – 8, 2013 15 sixth grade students, 2 teachers and 5 parents will travel by commercial airline to Washington D.C. Students will participate in an educational tour of Washington D.C. and the Smithsonian museums. All parties will stay at the Wyndham Garden Hotel. Students will be accompanied by adults at all times. Parents are responsible to transport students to and from the Sacramento Airport.

Financial Considerations: No cost to the district. Expenses paid through parent contribution and fund raising.

Documents Attached: Out of State Field Trip Documents

Estimated Time of Presentation: N/A

Submitted by: Lisa Allen, Area Assistant Superintendent

Approved by: Jonathan P. Raymond, Superintendent

Sacramento City Unified School District
FIELD TRIP REQUEST FORM
(USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form required for each student field trip, See reference distribution section for details concerning each type of trip.
School Name John Bidwell Elementary School Date April 4, 2013

Teacher's Name Asa L. Salley Room # 6 Telephone # 916-433-5047 5047
Fax # 916-433-5557

Field Trip Destination Washington, DC

- Local (50 mile radius) Out-of-Town (Beyond 50 mile radius) Overnight
 Out-of-State/Country Involving Swimming or Wading Unusual Activities

Route United Airlines

Educational nature of field trip/excursion EF Smithsonian Student Travel sponsored tour of our nation's capital.

Depart Date 6/4/13 Time 6:09 a.m. am/pm Return Date 6/8/13 Time 7:54 pm am/pm

- TRANSPORTATION will be provided by: Walking School Bus - Contact Transportation Field Trip Office
 Chartered Bus Company Certified: yes no - Check Risk Management Web Site
 Private Vehicle - Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Parent Driver - Must have fingerprint clearance, check with Volunteer Office.
 Faculty Driver - Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Public Transportation Train Commercial Airline Other: _____

Funding Source parents Financial Assistance Available? yes no

Number of students participating: 15

Adult Supervisors/ Drivers:	DRIVER		DRIVER
1) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	2) _____	<input type="checkbox"/> yes <input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Teachers and Staff Attending:

- 1) Asa L. Salley - group leader (teacher) yes no 2) Celeste White - teacher yes no
3) _____ yes no 4) _____ yes no

Principal Approval *Chaloud* Date 4.5.13

Risk Management Approval (Unusual Activities) *Said Robinson* Date 4/7/13

Segment Administrator Approval *Salley* Date 4/5/13

Distribution: Refer to Field Trip information Form RSK 106F for the forms and distribution required for each trip:

- Local Trip: (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
- Out-Of-Town: (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Overnight Trip: Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Swimming or Wading: Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Unusual Activities (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.) - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. Must purchase Special Event Liability Insurance.
- Out-of-State/Country: Submit to Principal for approval then forward to Segment Administrator and Risk Management SIX (6) WEEKS prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit for Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board.

Maintain a copy of all forms at site for 2 years. Approved forms will be returned by Segment Administrator

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# _____

Meeting Date: May 16, 2013

Subject: Sutter Middle School Field Trip to Washington D.C. June 15 – 21, 2013

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Area Assistant Superintendents

Recommendation: Approve Sutter Middle School Field Trip to Washington D.C. June 15 – 21, 2013

Background/Rationale: June 15 - 21, 2013 students from Sutter Middle School will travel via commercial airline and charter bus through School Tours of America to Washington, D. C. and Virginia to visit museums, national monuments, libraries, and historical landmarks. 13 students and 2 chaperones will take part in this trip. Students and chaperones will stay at Doubletree Crystal City in Arlington, VA and at Great Wolf Lodge in Williamsburg, VA. Parents are responsible to transport their student to and from the Sacramento airport.

Financial Considerations: No cost to the district. Expenses paid through parent contribution and fundraising.

Documents Attached: Out of State Field Trip Documents

Estimated Time of Presentation: N/A

Submitted by: Mary Hardin Young, Area Assistant Superintendent

Approved by: Jonathan P. Raymond, Superintendent

Sacramento City Unified School District
FIELD TRIP REQUEST FORM
(USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form required for each student field trip, See reference distribution section for details concerning each type of trip.
School Name Sutter Middle School Date April 15, 2013

Teacher's Name Terri Lee Brandt Room # 116 Telephone # 264-4150
Fax # 264-3436

Field Trip Destination Washington D.C., Williamsburg and Jamestown, Virginia

Local (50 mile radius) Out-of-Town (Beyond 50 mile radius) Overnight

Out-of-State/Country Involving Swimming or Wading Unusual Activities
Route Commercial Airlines via US Air going and United returning.

Educational nature of field trip/excursion Study national monuments and historical battlegrounds, museums
and the events leading to the birth of our nation.

Depart Date 6/15/13 Time 10:59 pm am/pm Return Date 6/21/13 Time 11:00 pm am/pm

TRANSPORTATION will be provided by: Walking School Bus -- Contact Transportation Field Trip Office
 Chartered Bus Company Certified: yes no -- Check Risk Management Web Site
 Private Vehicle -- Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Parent Driver -- Must have fingerprint clearance, check with Volunteer Office.
 Faculty Driver -- Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Public Transportation Train Commercial Airline Other: _____

Funding Source Parents Financial Assistance Available? yes no

Number of students participating: 13

Adult Supervisors/ Drivers: DRIVER DRIVER
1) David M. Brandt yes no 2) _____ yes no
3) _____ yes no 4) _____ yes no

Teachers and Staff Attending:
1) Terri Lee Brandt yes no 2) _____ yes no
3) _____ yes no 4) _____ yes no

Principal Approval *David Red* Date 04-15-13

Risk Management Approval (Unusual Activities) *David Red* Date 4-18-13

Segment Administrator Approval *M. Wong* Date 4/17/13

Distribution: Refer to Field Trip Information Form RSK 106F for the forms and distribution required for each trip:

- 1. Local Trip: (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
- 2. Out-Of-Town: (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- 3. Overnight Trip: Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- 4. Trip Involving Swimming or Wading: Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- 5. Trip Involving Unusual Activities (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.) - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. Must purchase Special Event Liability Insurance.
- 6. Out-of-State/Country: Submit to Principal for approval then forward to Segment Administrator and Risk Management SIX (6) WEEKS prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit for Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board.

Maintain a copy of all forms at site for 2 years. Approved forms will be returned by Segment Administrator

Appendix I – OE 10.15

- Parent/Community Engagement Opportunities
 - Common Core State Standards Parent Workshops
 - GATE Task Force Members
 - Child Development Re-Design Team
 - Achievement Gap Coalition
 - Significant Disproportionality Stakeholder’s Group



Common Core Parent/Guardian Workshop Sessions

These sessions are a series of workshops that will provide parents with more in-depth information about the **English Language Arts (ELA)** and **Math** standards. Parents can choose to attend *one or the other or both.*

ELA Parent Workshop Sessions	Locations & Times
Tuesday, November 13	SCUSD, Serna Center 5735 47th Avenue (6PM-7:30PM)
Wednesday, February 13	SCUSD, Serna Center 5735 47th Avenue (6PM-7:30PM)
Tuesday, April 16	SCUSD, Serna Center 5735 47th Avenue (6PM-7:30PM)

MATH Parent Workshop Sessions	Locations & Times
Tuesday, November 27	SCUSD, Serna Center 5735 47th Avenue, (6PM-7:30PM)
Tuesday, February 26	SCUSD, Serna Center 5735 47th Avenue, (6PM-7:30PM)
Tuesday, April 30	SCUSD, Serna Center 5735 47th Avenue, (6PM-7:30PM)

For more information please contact:
 Dr. Iris Taylor at
 (916) 643-9120 or
 iris-taylor@scusd.edu
 5735 47th Avenue
 Sacramento, CA
 95824

GATE Cluster Model Advisory Committee
2012-2013

The Sacramento City Unified School District (SCUSD) is committed to supporting gifted and high ability students who represent diverse socio-economic, linguistic and cultural backgrounds. The District's instructional programs for Gifted and Talented students are based on the principles that all students have potential and should have equal opportunities to develop their individual capabilities, interests, and needs. SCUSD believes that students should receive specialized learning opportunities, which are relevant, rigorous and well-rounded.

In an effort to expand and strengthen advanced learning opportunities for gifted and high ability learners, the GATE Department has formed an Advisory Committee, which will assist staff in articulating a clear and coherent message promoting site GATE Programs. This team will examine current site GATE programs, policies, procedures and instructional practices.

Dates of Meetings

April 23, 2013

April 30, 2013

May 6, 2013

May 14, 2013

Participants

District Office:

Stephanie Shaughnessy, Coordinator, Gifted and Talented Education

Julie Howe, District GATE Resource Teacher

Principals:

Judy Montgomery

Reginal Brown

Irene Eister, Principal

Corrie Buckmaster

Ellen Lee

Lynne Soto

Charlotte Chadwick

Thu Le

Torie England

Manuel Huevo

Andrea Egan


Debra Hetrick

Lori Aoun

Teachers:

Carol Spinella

Dave Celeste



Sacramento City Unified School District
Child Development
Re-Design Team Meeting

October 30, 2012
3:00 P.M. - 5:00 P.M.
Serna Center – Montana Room

Kris Lawson- Facilitator

Agenda

- Review of Change Process and required items for recommendations
- Group up-dates
- Re-Design Work Groups
- Closing



**Sacramento City Unified School District
Closing the Achievement Gap Coalition**

March 12, 2013

Agenda

Meeting Outcomes:

- To launch the Sacramento City Unified School District Achievement Gap Coalition and establish our purpose and approach to creating a consensus for recommendations to the District
- To determine our meeting schedule, communications protocol and other initial considerations

4:00pm	Welcome & Introductions
4:15pm	<p>Stating Our Purpose & Approach</p> <p><i>Purpose:</i> Why this coalition? Conversation with Superintendent Jonathan Raymond</p> <p><i>Our Approach:</i> Over the next 6 months, we will:</p> <ul style="list-style-type: none"> ➤ Study and gain greater understanding of the Challenge – Root Causes ➤ Share Promising Practices from our District and others ➤ Explore Complimentary Efforts in Sacramento <ul style="list-style-type: none"> ○ MLK 365 ○ Pathways to Success ○ Healthy Sacramento ○ Others? ➤ Reach Consensus on Key Recommendations
4:45pm	Understanding the Challenge – An Initial look at the data
5:30pm	<p>Our Next Steps:</p> <ul style="list-style-type: none"> ➤ What other stakeholders are missing from this table? ➤ What is the duration of this process? ➤ Meeting Schedule?
6:00pm	Adjourn



Achievement Gap Coalition Meeting
March 12, 2013
4:00-6:00 p.m.

Group 1 National Context – National Assessment of Education Progress (NAEP) Data

Observations

- Has historical roots – gap in resources
- Nothing similar to building programs for Af. Am. Ss
- 4th gr. NAEP reading data indicates that Latino grp. Actually performed slightly above despite that this group has a number of ELS.

Implications

- Policy is void in regards to support of Af. Am. Ss.
- Resources and supports need re-alignment.
- Shuts the door to being college ready.

Other Data

- When groups are observed when & why do changes occur in a downward spiral?
- Diverse strategies to engage culturally diverse students.
- Unlike Sacto Af. American students seem to do as well as Latino students on Nat'l scale.
- How do we address equity in access to available resources?
- What are the social implications of the value of reading within the family structure?

Group 2 District Demographic & Preschool Data

What do you see?

- Mostly minority
- 70% free & reduced lunch
- Disproportionate A.A. Students with disabilities to overall population
- Black Ss have highest achievement in preschool Assessment for Language/Literacy and Math
- White Ss whose language is English (1st language) performed more poorly than Ss where English is not their first language.

Implication

- Heterogeneous vs. Homogeneous grouping maintenance of effort

Data

- Kindergarten data to compare for total attendance and demographic

Questions

- Then what is happening to our AA's?
- What % of African American students/Asian are in Pre-K?
- If data indicates highest achievement for AA preschool youngsters, what happen in advance grades?
- What are the criteria for students in the preschool? Social economic, etc.?
- Which students are participating?
- We need to look closer at pre-school data.
- If any previous education/tutoring offered prior to preschool?
- What happened since Preschool for AA?

Group 3 CA Standards Test (CST) Data

CST Overall

What do we see?

- There has been growth (marginal)
- We see students are performing overall in ELA compared to Math, Science, History (45 point difference)
- We see a discrepancy (SIC)
- Math flattened overall, Science over time has shown the most growth +7 in 3 years
- ELA – overall highest of prof. however, EL's performed the worse consistently

Questions

- What are the demographic scores?
- 3 years of data is too little to show much of a trend. Has the overall score changed much as the district ethnic groups have changed?

Group 4 CA High School Exit Exam (CAHSEE) Data

What do we see?

- AA students have lowest passing rates (ethnic groups)
- PI students' scores/pass rates are declining
- AI scores vary more than other groups
- Overall, little growth or change in pass rate
- Predictable by ethnicity?
- In line with national data
- Appears to be correlation between CAHSEE & grad rates

Questions

- How do you support programs who can't promote ethnic sensitive help for AA/PI students?
- What learning modalities are utilized in the elementary education?
- How long has issues re; AA persisted in the district?
- If the interventions don't happen at an early age the data tends to be the same. Regarding results it is the same as elementary & middle school.
- Do gaps widen as grade level increases?
- What about the Asian and subgroups within the Asian group?

Group 4 CA High School Exit Exam (CAHSEE) Data

What do we see?

- Data needs further desegregation
 - ✓ Ethnicity
 - ✓ Cross tab of multiple indicators
- Policy makers focus more on socio-economic groups rather than race
- Additional data needed: rate of repeat takers
- Rates for all racial groups except for Pacific Islanders

Implication

- Need to examine further students who do not pass.
- Failure to identify intervention and support (for those who still need it)

Group 4 CA High School Exit Exam (CAHSEE) Data (continued)

Questions

- What data is by 10th grade, pass rate vs. 12th grade?
- Since CAHSEE material covers through freshman year, what percent arrive at high school prepared?
- What consistent instructional practices are in place? Other schools?
- Has the exit exam helped Black & Latino students?
- Information on available intervention.
- How long has CAHSEE been in existence?
- Why hasn't there been changes?

Group 5 Graduation, Drop-Out, & Suspension Data

What do we see?

- Asian & 2 ore races have highest rates of graduation
- Suspension rates have not improved over this short time frame
- Am. Indian & Af. Am. have the lowest rates of graduation
- Am. Indian & Af. Am. have highest drop-out rates
- 2 or more races & Asian have lowest drop-out rates
- Af. Am: and Latino have the highest suspension rates
- Native Am. & Filipino have lowest suspension rates

What do we make of it?

- High suspension rates an equal high drop-out rates and low graduation rates
- Failing 50% of Black students

Other data needed:

- Define graduation rates, and drop-out rates
- Longer time spans of data
- Further break down of Asian group to more sub-groups
- What interventions are in place to improve these rates?

Questions

- Diversity training?
- Do schools have adequate alternative to suspension?
- Engaging strategies must be implemented in the classroom.
- What support structure starts helping Am. Indian or Af. Am. at what school year?
- How does the graduation rate of those with a disability compare to student graduation population?
- What are students being suspended for? (reason)
- What does this say about our discipline policies?
- Would like to know more about students' at SES
- What if I am multi-ethnic & have a disability?
- Lack of expectations/training.
- What can be done to increase services to address 50% failing AA students?
- What other data "N" of each group at preschool vs. "N" of each group at end of high school? Total # of students
- Would like to see student data by grades 6-12.
- Also, pipeline to prison???
- What kind of support are kids receiving when being suspended?
- Do we follow-up on students that drop-out?
- Are the resources being used wisely? What are the reasons?

Group 6 College Enrollment & Degree Attainment Data

What do you see?

- Little change
- 1000 kids didn't go to college, what happened to them?
- More at 2 year than 4 year
- What about the dropouts?
- Only 14% of HS grads earn a degree in 6 years? Implications? Is this out of all HS grads?

What other data are needed?

- How are students doing in specialized programming?
- HS Grads?
- College completion?
- How do we create a more complete picture?

Questions

- College retention? Are our students dropping out of college because they are not prepared?
- How do we prepare our students to be college ready?
- What are some of the intervention currently in place?
- How many special needs students enroll into college? How are we helping them?
- What degrees?
- Parents of other cultures: do they know what college options their students have? Might increase college enrollment.
- Data from 8th grade to post-secondary graduation.
- Technical programs?
- What specialized programs?
- How to increase support for programs that make a difference in college going rate?
- Why are students taking so long to finish? Preparation? Family need? Health? Community need?
- Not good at elementary and not good in graduate school.
- How many students who went to 2 year passed entrance placement exams?
- Is not going to college "really" a problem if Pillar 1 is fully implemented?
- Which groups are attending 2 year vs. 4 year?
- Do we know or have data on what has helped the growth?



Significant Disproportionality Stakeholder's Group
Agenda
November 7, 2012
3:30-5:30

1. Welcome and Introductions

2. Significant Disproportionality —
 - Implications

3. Review of Data

4. Root Causes

5. Practices
 - Current State

 - How can current practices be strengthened?

6. Possible Solutions

**SIGNIFICANT DISPROPORTIONALITY
TIMELINE OF EVENTS**

First Planning Meeting with Olivine – 10/17/12 – 11:00 a.m.

Phone Conference with SPP-TA Project and CDE – 10/23/12

Leadership Meeting #1 – Monday, October 29, 2012 – 8:00-12:00

Leadership Meeting #2 – Wednesday, October 31, 2012 – 8:00-5:00

Leadership Meeting #3 – Thursday, November 1, 2012 – 8:00-12:00

Stakeholder Meeting #1 – Wednesday, November 7, 2012 – 3:30-5:30 – Montana Room

Stakeholder Meeting #2 – Wednesday, November 14, 2012 – 3:30-5:30 – Kentucky Room

Stakeholder Meeting #3 – Tuesday, November 27, 2012 – 3:30-5:30 – Montana Room

Intensive Technical Assistance – San Jose – November 29-30, 2012
(Shell of the Plan – outline and data analysis complete)

Stakeholder Meeting #4 – Tuesday, December 4, 2012 – 3:30-5:30 Montana Room

Draft Plan to Dr. Roberts – Tuesday, December 11, 2012 (Including Agenda Item for Board and Executive Summary for Review)

Dr. Roberts returns Draft Plan for Edits a.m. Thursday, December 13, 2012

Final Draft of Plan and Documents - Tuesday, December 18, 2012

All Documents Returned for Edits After Mr. Raymond's Review – Tuesday, January 8, 2013

Final Plan and Documents to Board Office Wednesday, January 9, 2013 @ 11:00 a.m

Board Meeting and Presentation and Approval – Thursday, January 17, 2013

CEIS Plan Delivered to CDE – Friday, January 18, 2013

Sacramento City Unified School District
Putting Children First

The overrepresentation of specific groups in special education programs in relation to their representation in the overall enrollment of and/or the underrepresentation of specific groups in accessing intervention services, resources, programs, and rigorous curriculum and instruction.

Sacramento City Unified School District
Putting Children First

- Convene Leadership Team.
- Convene Stakeholder Group.
- Use Required assessment tool to gather and analyze data.
- Develop Coordinated Early Intervening Plan (CEIS).
- Allocate 15% of Federal IDEA funds to address CEIS activities.
- Monitor plan for effectiveness.

Sacramento City Unified School District
Putting Children First

- Inappropriately referred and classified for special education.
- Underrepresented in intervention services, resources, access to programs, and rigorous curriculum and instruction.

Sacramento City Unified School District
Putting Children First

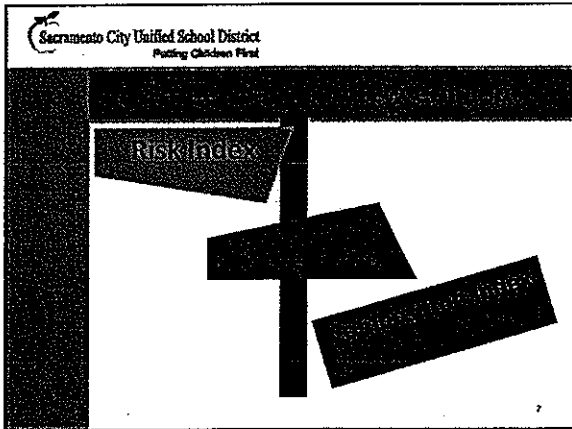
- Provides specialized academic instruction.
- Provides parity in educational services.
- Ensures equitable opportunity and access for every child to be academically successful.
- Ensures equitable social mobility.

Sacramento City Unified School District
Putting Children First

- SST convened to address student concerns.
- Specific interventions recommended.
- Interventions implemented for specified period of time.
- Interventions measured for effectiveness.
- SST reconvened to review progress.
- Steps repeated over time.

Sacramento City Unified School District
Putting Children First

- Should only occur when all general education interventions have been exhausted.
- If parent makes a written request for assessment.




Sacramento City Unified School District
Putting Children First

- Average rate of change over time for all students with disabilities:


 .47% increase

Sacramento City Unified School District
Putting Children First


- Average rate of change over time for all students with disabilities by ethnicity.
- African American: < .025%
- White: < .046%

 Sacramento City Unified School District
Putting Children First

- African American students are 1.5 times more likely to be identified as having a disability than other students.
- White students are 1.3 times more likely to be identified as having a disability than other students.

 Sacramento City Unified School District
Putting Children First


- Of the African American students identified with disabilities, 2.6% are classified as Emotionally Disturbed.
- Of the White students identified with disabilities, 2% are classified as Emotionally Disturbed.

 Sacramento City Unified School District
Putting Children First


- Of the students who have the educational classification of Emotionally Disturbed:

40% are African American

36% are White


 Sacramento City Unified School District
Putting Children First

- If you are an African American student with an existing disability, you are 3.3 times more likely to also be classified as Emotionally Disturbed than other ethnic groups.
- If you are a White student with an existing disability, you are 1.9 times more likely to also be classified as Emotionally Disturbed than other ethnic groups.

 Sacramento City Unified School District
Putting Children First

Suspension 2011-2012

- African American students in general education comprised 35% of the total suspensions.
- African American students receiving Special Education services comprised 42% of the total suspensions.

 Sacramento City Unified School District
Putting Children First

- White students in general education comprised 12% of the total suspensions.
- White students receiving Special Education services comprised 16% of the total suspensions.

Sacramento City Unified School District
Putting Children First

- Inconsistent implementation and interpretation of discipline policies among sites.
- Lack of an evidenced-based systemic process for early interventions.
- Inconsistent interpretation of eligibility data.
- Sporadic culturally responsive practices.

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Sacramento City Unified School District
Putting Children First

- Social and Emotional Learning.
- Response to Intervention and Instruction.
- Identification and Eligibility Process for Special Education.

Sacramento City Unified School District
Putting Children First

- Group Activity:
 1. Social and Emotional Learning.
 2. Response to Intervention and Instruction.
 3. Identification and Eligibility Process for Special Education.

Appendix J – OE 10.16

- Boundary Task Force
- 2012-2013 Student Enrollment Projections
- Over Enrollment Numbers Projections



Boundary Task Force

May 15, 2013

Agenda

Welcome and Introductions

Task Force Goals and Objectives

- Create cleaner feeder patterns
- Eliminate non-contiguous boundaries
- Review decisions for over-crowding/under-enrollment
- Examine impact from Schools of Choice

Overview of Boundary Task Force Work in 2011-12

- 21 Task Force members representing parents, community members, school/district staff
- Met 10 times from October 12, 2011 through February 8, 2012
- Created clean feeder patterns/eliminated non-contiguous boundaries, considering:
 - Impediments to safe travel
 - Proximity to nearby schools
 - Self-identification of neighborhoods with schools
 - Natural pathways from neighborhoods
 - Size and capacity of sites
- Presentation to SCUSD Board of Education on June 21, 2012

Review Impact of School Closure on Boundary Recommendations

- | | |
|------------------|--------------------|
| - Theodore Judah | - Bret Harte |
| - Ethel Phillips | - Fr Keith B Kenny |
| - Oak Ridge | - HW Harkness |
| - Pacific | - Peter Burnett |
| - Earl Warren | - Camellia/Sequoia |

Next Steps

- Present to Superintendent & Cabinet
- Presentation to Board - Information
- Communication to schools and communities
- Community meetings to engage families and gather input
- Presentation to Board – Conference to Action
- Inform parents about boundary decisions
- Implement boundary changes in 2014-15

2013-14 Projected Enrollment with Over Enrollment

ELEMENTARY:	2012-13	2012-13 Sp Ed	2013-14 Projection	2013-14 Sp Ed	Closed School Numbers	Over Enroll- ment	Grand Total
	Second Month						
Abraham Lincoln	481		478	0		16	494
Alice Birney			0	0			0
A. M. Winn	322	11	320	11		11	342
Bear Flag			0	0			0
Bret Harte	397	6	381	6		3	390
Camellia	482		490	0		3	493
Caroline Wenzel	327	54	310	54		5	369
Cesar Chavez	317	15	314	15		26	355
C. B. Wire	442		433	0		0	0
C. P. Huntington	217	20	218	20		0	0
Crocker/Riverside	665		669	0		7	676
David Lubin	534	29	550	29		7	586
Earl Warren	474	11	467	11	135	26	639
Edward Kemble	524	12	537	12		21	570
Elder Creek	738		755	0		5	760
Ethel I. Baker	600		587	0	141	25	753
Ethel Phillips	426	20	424	20	132	2	578
Freeport			0	0			0
Fruit Ridge	301		285	0		0	0
Golden Empire	582	15	589	15		5	609
H. W. Harkness	309	10	316	10	65	8	399
Hollywood Park	249	10	239	10	120	2	371
Hubert Bancroft	520	20	538	20		13	571
Isador Cohen	331	11	326	11			337
James Marshall	366	28	357	28		3	388
John Bidwell	367	14	359	14		13	386
John Cabrillo	326	46	328	46		27	401
John D. Sloat	296	12	290	12		1	303
Joseph Bonenheim	385	22	374	22		0	0
Leataata Floyd	283	14	291	14		19	324
Lisbon			0	0			0
Maple	224	4	212	4		0	0
Mark Hopkins	396	15	400	15		0	0
Mark Twain	379	12	371	12		10	393
Matsuyama	662	10	660	10		5	675
Nicholas	640	12	649	12		20	681
Oak Ridge	417	8	411	8	130	8	557
O. W. Erlewine	352	26	344	26	175		545
Pacific	544		529	0			529
Parkway	570	27	573	27		53	653
Peter Burnett	517	26	516	26	215	11	768
Phoebe Hearst	640		681	0			681
Pony Express	464	2	471	2		2	475
Sequoia	508	4	517	4		6	527
Susan B. Anthony	277		263	0		11	274
Sutterville	596	5	609	5			614
Tahoe	308	10	298	10		7	315
Theodore Judah	473	17	502	17	60	8	587
Thomas Jefferson			0	0			0
Washington	215	12	210	12		0	0
William Land	294		297	0	96	6	399
Woodbine	338	19	319	19		6	344
TOTAL K-6	20,075	589	20,049	589	1269	401	20111

2013-14 Projected Enrollment with Over Enrollment

	2012-13 Second Month	2012-13 Sp Ed	2013-14 Projection	2013-14 Sp Ed	Closed School Numbers	TOTAL	Over Enrollment	Grand Total
K-8 SCHOOLS:								
A. Birney Waldorf Inspired (J. M.)	537		566	0		566		566
Caleb Greenwood	457	33	440	33		473	2	475
Father K.B. Kenny	307		324	0	122	446	6	452
Genevieve Didion	616	15	617	15		632	1	633
John H. Still	914	21	916	21		937	30	967
J. Morse (M. Anderson SE Ctr)		61	0	61		61		61
Leonardo da Vinci	717	42	739	42		781		781
M. L. King Jr.	526	35	529	35		564	3	567
TOTAL K-8	4,074	207	4,129	207	122	4460	42	4502

	2012-13 Second Month	2012-13 Sp Ed	2013-14 Projec-tion	2013-14 Sp Ed	Closed School Numbers	TOTAL	Over Enrollment
MIDDLE SCHOOLS 7-8							
Albert Einstein	683	38	651	38		689	
California	697	26	723	26		749	
Fern Bacon	707	22	704	22		726	
Kit Carson	320	34	307	34		341	
Rosa Parks	445	29	434	29	348	811	
Sam Brannan	594	57	588	57		645	
Sutter	1,206	40	1,204	40		1,244	
Will C. Wood	664	27	643	27		670	
TOTAL 7-8	5,316	273	5,253	273			

	2012-13 Second Month	2012-13 Sp Ed	2013-14 Projec-tion	2013-14 Sp Ed	Closed School Numbers	TOTAL	Over Enrollment
HIGH SCHOOLS:							
C. K. McClatchy	2,186	132	2,221	132		2,353	
Engineering & Sciences (7-11)	475		522	0		522	
Health Professions	280	13	271	13		284	
Hiram Johnson	1,412	125	1,344	125		1,469	
John F. Kennedy	1,921	114	1,877	114		1,991	
Luther Burbank	1,659	119	1,602	119		1,721	
Rosemont	1,341	82	1,256	82		1,338	
West Campus	863		866	0		866	
Accelerated Academy			0	0			
The Academy	27		27	0		27	
TOTAL 9-12	10,164	585	9,985	585			

	2012-13 Second Month	2012-13 Sp Ed	2013-14 Projection	2013-14 Sp Ed	Closed School Numbers	TOTAL	Over Enrollment
ALTERNATIVE:							
American Legion	335		330	0		330	
Capital City	730		790	0		790	
Home Teaching	90		77	0		77	
Success Academy	5		19	0		19	
TOTAL ALTERNATIVE	1,160	0	1,215	0			
SCUSD Total K-12	40,789	1,654	40,631	1,654			
SCUSD Total SP ED							
SCUSD TOTAL	40,789	1,654	40,631	1,654			

2013-14 Projected Enrollment with Over Enrollment

Charter Schools for Display Purposes Only

Projections will be finalized when site budgets submitted

DEP. CHARTER SCHOOLS:	2012-13 Second Month	2012-13 Sp.Ed	2013-14 Projection	2013-14 Sp.Ed	Closed School Numbers	TOTAL	Over Enroll- ment
Elementary/K-8:							
Bowling Green	805	21	822	21			
Fr. Keith B. Kenny			0	0			
G. Washington Carver	262	14	277	14			
High:							
Genesis							
The Met	316	2	331	2			
New Tech	296	8	294	8			
Total Dep. Charter Schools	1,679	45	1,724	45			