

Curriculum Council Math Common Core Framework

1. Textbooks are not aligned to the CC standards

A roadmap of “what” to teach in order to do the “how” (Math Practices)

Pacing Guide

2. High school math as Traditional vs Integrated

3. Accelerated middle school math

7th grade Algebra, 8th grade Geometry

8th grade Algebra

4. What will the HS offer for Algebra?

Will there be Algebra 1a & 1b

5. New standards require additional skill sets by teacher example: Statistics



TOM TORLAKSON
State Superintendent
of Public Instruction

Goals for the *Mathematics Framework*

- Guide the field in implementing the CA CCSSM
- Emphasize coherence across and within grade levels
- Integrate the Mathematical Practice and Content Standards
- Provide guidance on the higher mathematics course progression

4



TOM TORLAKSON
State Superintendent
of Public Instruction

What is in the *Mathematics Framework*?

- Introduction
- Overview of Standards Chapters
- Grade-level chapters, TK–8
- Higher mathematics chapters by course:
 - Traditional pathway
 - Integrated pathway
 - Pre-calculus, Statistics and Probability
 - Advanced Placement Probability and Statistics
 - Calculus
 - Mathematical Modeling

5



TOM TORLAKSON
State Superintendent
of Public Instruction

What is in the *Mathematics Framework*?

- Universal Access
- Instructional Strategies
- Supporting High-Quality Common Core Mathematics Instruction
- Technology in the Teaching of Mathematics
- Assessment
- Instructional Materials to Support the CA CCSSM (including the evaluation criteria for the mathematics adoption)

6



TOM TORLAKSON
State Department
of Public Instruction

What is in the Appendix?

1. Course Placement and Sequences
2. Financial Literacy and Mathematics Education
3. Possible Adaptations for Students with Learning Difficulties in Mathematics
4. Mathematical Modeling
5. Higher Mathematics Pathways Standards Chart
6. Method Used for Solving Single-digit Addition and Subtraction Problems

7



TOM TORLAKSON
State Department
of Public Instruction

What Guided the Revision of the *Mathematics Framework*?

- National documents and research from the Common Core State Standards Initiative
- Achieve the Core and the Progressions Documents
- The Standards for Mathematical Practice
- State Board of Education Guidelines

8

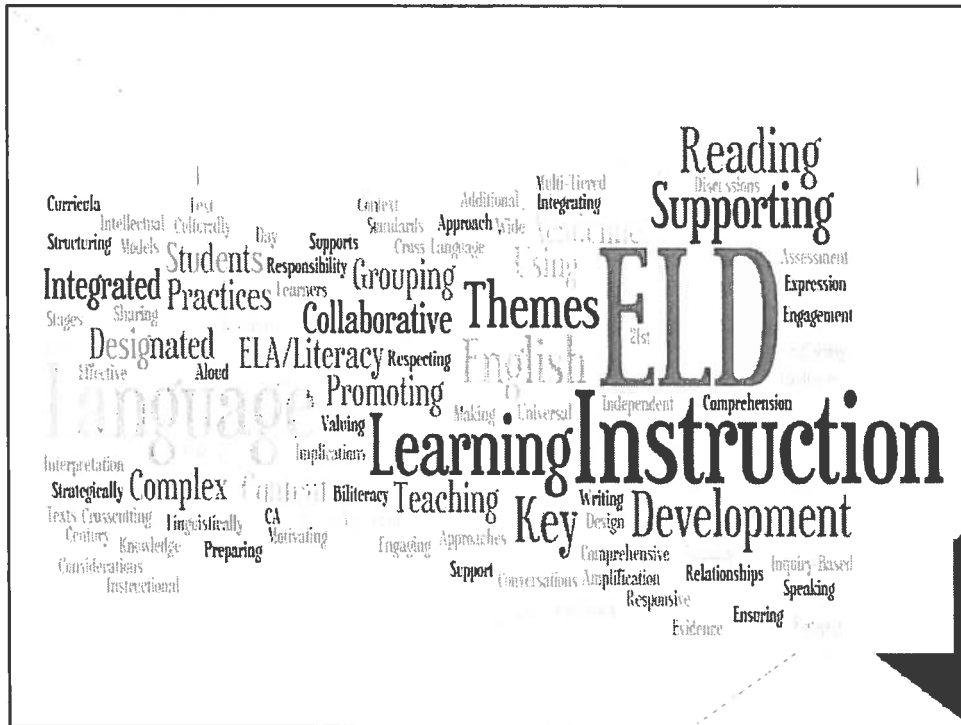


TOM TORLAKSON
State Department
of Public Instruction

SBE Guidelines for the Revision of the *Mathematics Framework*


- Based on input from the focus group meetings, written comments received, and statutory requirements
- Reviewed and recommended by the IQC and approved by the SBE
- The Mathematics CFCC members develop a framework based on the guidelines

9



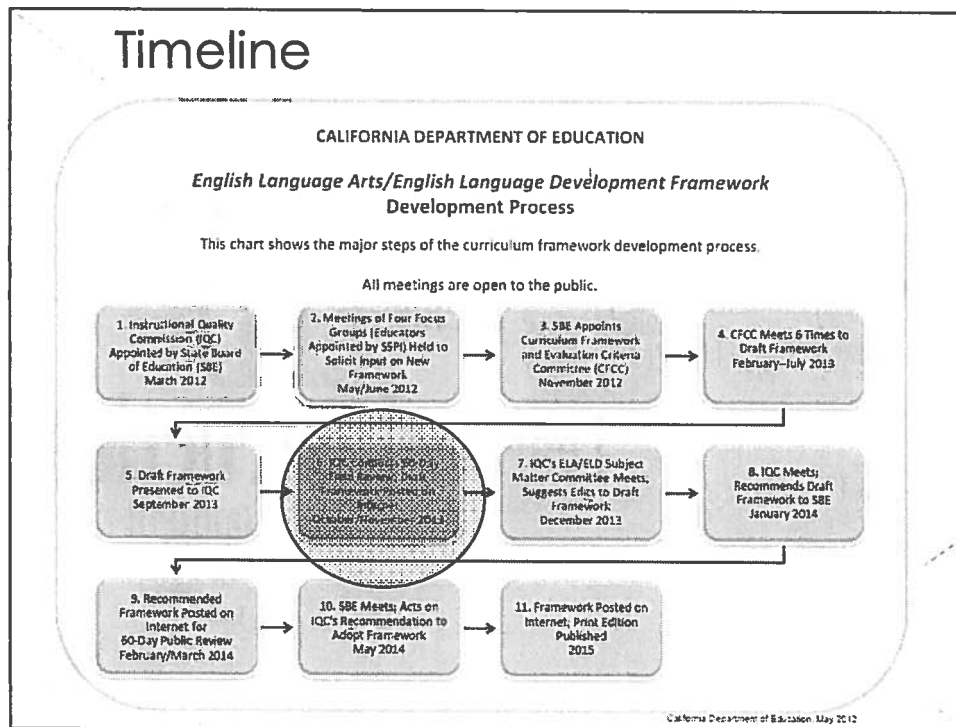
Draft

2014 ELA/ELD Framework for California Public Schools



A blueprint for the implementation of two sets of interrelated standards: California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD 11 Standards).

Timeline



What does it include?

- Chapter 1: Introduction to the Framework
- Chapter 2: Overview of the Standards
- Chapter 3: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment
- Chapter 4: Content and Pedagogy: Transitional Kindergarten Through Grade One
- Chapter 5: Content and Pedagogy: Grades Two and Three
- Chapter 6: Content and Pedagogy: Grades Four and Five
- Chapter 7: Content and Pedagogy: Grades Six Through Twelve*
- Chapter 8: Assessment
- Chapter 9: Equity and Access*
- Chapter 10: Learning in the 21st Century
- Chapter 11: Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports
- Chapter 12: Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards
- Resources
- Glossary

Chapter 1: Introduction to the Framework

Chapter at a Glance

Overview
Audiences for the Framework
California's Children and Youth
Vision and Goals for California's Children and Youth
Key Principles
The Special Emphasis on English Learners in this Framework
Organization of the Framework
Conclusion
Works Cited

Key points from Chapter 1...

- Framework "includes guidance for the design of instructional materials, curriculum, instruction, assessment, and professional learning." (p. 2)
- "Educators will use this framework along with the CA CCSS for ELA/Literacy and CA ELD Standards as a road map for curriculum and instruction." (p. 3)

Regarding English Learners...

- ⦿ "A disproportionate representation of English learners, students with disabilities, economically disadvantaged students, and African American and Hispanic/Latino students... do not complete "a-g" course requirements for entering the state's four-year universities." (p. 4)
- ⦿ "They must become proficient in academic English and they must learn the same rigorous academic content required of all students in California." (p. 12)
- ⦿ ELs must "simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs are given excellent first teaching in the core content with integrated specialized support to ensure full access to the content and are also provided with instruction in addition to that core instruction to ensure that their linguistic and academic needs are fully met." (p. 12)

Key Principles of Framework

- ⦿ Schooling must help all students achieve their highest potential.
- ⦿ The responsibility for learners' literacy and language development is shared.
- ⦿ ELA/ELD curricula must be well designed, comprehensive, and integrated.
- ⦿ Effective teaching is essential to student success.
- ⦿ Motivation and engagement play crucial roles in learning

Values for Educating ELs

- Valuing Language and Culture as Assets
- Ensuring Equity in Intellectual Richness
- Building Content Knowledge and Language in Tandem
- Attending to Specific Language Learning Needs
- Integrating Domains of Communication
- Providing Appropriate Scaffolding
- Evaluating Progress Appropriately
- Sharing the Responsibility

Chapter 2 – Overview of the Standards

Chapter at a Glance

CA CCSS for ELA/Literacy

Background
 Intent of the CA CCSS for ELA/Literacy
 Key Themes in the CA CCSS for ELA/Literacy
 Nature of the CA CCSS for ELA/Literacy
 College and Career Readiness Anchor Standards
 Strands: Reading, Writing, Speaking and Listening, and Language
 Organization and Structure of the CCSS for ELA/Literacy

CA ELD Standards

Background
 Intent of the CA ELD Standards
 Nature of the CA ELD Standards
 Critical Principles for Developing Language and Cognition in Academic Contexts
 Proficiency Level Descriptors
 Organization and Structure of the CA ELD Standards

The Interrelationship of the CA CCSS for ELA/Literacy and the CA ELD Standards

Chapter 3

Context Considerations

Ensuring Intellectual Challenge
 Integrating the Curricula
 Motivating and Engaging Students
 Valuing and Respecting Diversity
 Learning English as an Additional Language
 Stages of English Language Development
 Cross-Language Relationships
 Promoting Bilingualism and Biliteracy
 Preparing 21st Century Learners
 Using Assessment to Inform Instruction
 Structuring the Instructional Day
 Sharing Responsibility

Key Themes and Practices for ELA/Literacy and ELD Instruction

Key Themes
 Meaning Making
 Language Development
 Effective Expression
 Content Knowledge
 Foundational Skills
 Amplification of the Key Themes in the CA ELD Standards
Crosscutting Practices in ELA/Literacy and ELD Instruction
 Engagement with Complex Text
 Wide Reading and Independent Reading
 Reading Aloud
 Academic Conversations
 Using Evidence
 Scaffolding

Chapter 3

Approaches to Teaching and Learning

Intentional Teaching
 Models of Instruction
 Inquiry-Based
 Collaborative Learning
 Direct Instruction
 Culturally and Linguistically Responsive Pedagogy
 Supporting Students Strategically
 Universal Design for Learning
 Grouping
 Multi-Tiered System of Supports
 Primary Language Support
English Language Development
 ELD Instruction
 Integrated ELD
 Promoting Collaborative Discussions About Content
 Supporting Comprehension and Interpretation of Complex Texts
 Supporting Academic Writing and Speaking
 Implications for Integrated ELD
 Designated ELD
 Grouping for Designated ELD
 A Comprehensive Approach to ELD
Conclusion
Works Cited

Chapter 3

- "Previews and describes several important concepts to provide context for the chapters that follow" including the role of "complex text, use of evidence, and collaborative conversations to name only a few." (p. 2)
- "Provides the important elements that crosscut the interrelated strands of ELA, disciplinary literacy, and ELD." (p.2)

Ensuring Intellectual Challenge

Figure 3.1. Bloom's Taxonomy and Webb's Depth of Knowledge

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom, 2001)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
Remember	Recall, locate basic facts, definitions, details, events			
Understand	Select appropriate words for use when intended meaning is clearly evident	Specify, explain relationships Summarize Identify central ideas	Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example...)	Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	Use context to identify word meanings Obtain and interpret information using text features	Use concepts to solve non-routine problems	Devise an approach among many alternatives to research a novel problem
Analyze	Identify the kind of information contained in a graphic, table, visual, etc	Compare literary elements: facts, terms, events Analyze format, organization & text structures	Analyze or interpret author's craft (e.g., literary devices, viewpoint, or potential bias) to critique a text	Analyze multiple sources or texts Analyze complex/abstract themes
Evaluate			Cite evidence and develop a logical argument for conjectures based on one text or problem	Evaluate relevancy, accuracy, & completeness of information across texts/ sources
Create	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	Generate conjectures or hypothesis based on observations or prior knowledge and experience	Develop a complex model for a given situation Develop an alternative solution	Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

11/18/2013

Integrating the Curricula

- ⦿ The strands of reading, writing, speaking and listening, and language are integrated among themselves and across all disciplines.
- ⦿ Using reading, writing, speaking and listening, and language to interact with content knowledge and one another, students are able to consolidate and expand their learning in ways that are mutually reinforcing of the language arts and the disciplines (p. 4-6)

Motivating and Engaging Students

- ⦿ "Incorporating motivational factors, such as interest, relevance, identity, and self-efficacy, into curriculum design and instructional practice is critical to ensure that students achieve the levels envisioned by these standards." (p. 6)
 - > Welcoming classroom and print rich environment
 - > Opportunities for students to be successful readers
 - > Student choice of reading materials
 - > Collaborating with peers
 - > Meaningful and engaging learning goals
 - > Student goal setting
 - > Understanding and respect for cultural diversity

Valuing and Respecting Diversity

- Primary languages
- Cultural and ethnic backgrounds
- Particular learning abilities and disabilities
- Socio-economic backgrounds
- Dispositions toward learning (p. 9-11)

Learning English as an Additional Language

- "Regardless of their individual backgrounds and levels of English language proficiency, ELs at all levels of English language proficiency are able to engage in intellectually challenging and content-rich activities, with appropriate support from teachers that addresses their language and academic learning needs." (p. 11)

Using Assessment to Inform Instruction

- "While there are many purposes for assessment (see Chapter 8), the most important purpose is to inform instruction. Using the results of assessment to make decisions to modify instruction in the moment, within a specific lesson or unit of instruction, or across a longer time frame is a dynamic part of the teaching and learning process promoted in this framework." (p. 16)

Sharing Responsibility

- "Sharing responsibility means that all teachers, specialists, and administrators must collaborate to ensure that all students are provided curriculum and instruction that effectively merges literacy within each content area." (p. 19)
- "Moreover, it means that responsibility for English language development is also shared among all educators and is merged with English language arts and each subject area." (p.19)

Language Development

- Especially academic language development is crucial for all students. p. 24
- "The language used in these tasks varies based on the discipline, topic, mode of communication, and even the relationship between the people interacting around the task." p. 24
- "As they progress through the grades from the early elementary years and into secondary schooling and the language demands of academic tasks in school increase, all students need to continuously develop a facility with interpreting and using academic English." (p. 25)

Let's take a look...

Academic Language

Engagement with Complex
Texts

Academic Conversations

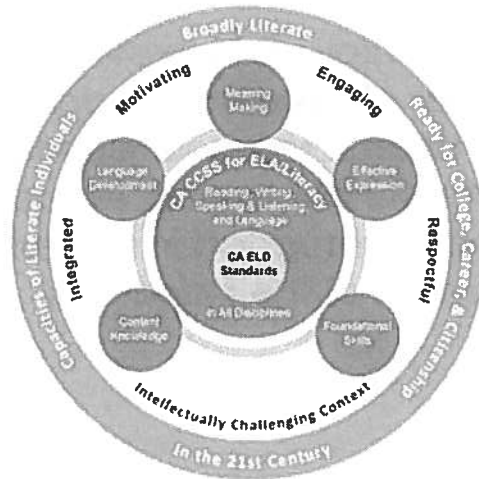
English Language Development

- ⦿ Ensure that all ELs have full access to the grade level curriculum in all content areas
- ⦿ Ensure that ELs simultaneously develop the advanced levels of English necessary for success with academic tasks and texts in those content areas (p. 66)

ELD Instruction

1. Integrated ELD, in which all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards, and
2. Designated ELD, or a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.

Key Themes and Practices for ELA/Literacy and ELD Instruction



Chapters 4 - 7

- Chapters 4 through 7 highlight curricular content and selected recommended instructional practices for transitional kindergarten through grade twelve. These chapters are organized by grade spans (TK-1, 2-3, 4-5, and 6-12), with subsections on individual grades.
- Includes Vignettes and other examples

Chapters 8 -11

- ◎ Chapters 8 through 11 provide guidance on the roles of assessment; access and equity; 21st learning and technology; and professional learning, leadership, and systems of support in student achievement of the standards.

Chapter 12

- ◎ Chapter 12 specifies requirements for instructional resources, including print and electronic learning resources. A glossary and references are also provided at the end of the framework.

Figure 3.4. Academic Language

Academic language broadly refers to the language used in school to help students develop content knowledge and the language students are expected to use to convey their understanding of this knowledge. It is a different way of using language than the type of English used in informal, or every day, social interactions. For example, the way we describe a movie to a friend is different from the way a movie review is written for a newspaper because what these two texts are trying to accomplish, as well as their audience, is different. Similarly, the text structure and organization of an oral argument is different than that of a written story because the purpose is different (to persuade someone to do something versus to entertain readers); therefore, the language resources that are selected to achieve these distinct purposes are different.

There are some features of academic English that cut across the disciplines, such as general academic vocabulary (e.g., *evaluate*, *infer*, *resist*), but there is also variation depending upon the

discipline (in domain-specific vocabulary, such as *metamorphic* or *parallelogram* for example). However, academic English encompasses much more than vocabulary. In school or other academic settings, students choose particular language resources in order to meet the expectations of the people with whom they are interacting. Although these language resources include vocabulary, they also include ways of combining clauses to show relationships between ideas, expanding sentences to add precision or detail, or organizing texts in cohesive ways. Language resources enable students to make meaning and achieve specific purposes (e.g., persuading, explaining, entertaining, describing) with different audiences in discipline-specific ways.

From this perspective, language is a meaning-making resource, and *academic English* encompasses discourse practices, text structures, grammatical structures, and vocabulary—all inseparable from meaning (Bailey and Huang 2011, Wong-Fillmore and Fillmore 2012, Schleppegrell 2004, Snow and Uccelli 2009). Academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured) but is also highly dependent upon disciplinary content (Christie and Derewianka 2008, Derewianka and Jones 2012, Moje 2010, Schleppegrell 2004). (For more on the characteristics of academic English, see the CDE Press publication of the CA ELD Standards.)

Not all children come to school equally prepared to engage with academic English. However, all students can learn academic English, use it to achieve success in academic tasks across the disciplines, and build upon it to prepare for college and careers. In particular, attending to how students can use the language resources of academic English to make meaning and achieve particular social purposes is critically important. Deep knowledge about how language works allows students to

- Represent their experiences and express their ideas effectively,
- Interact with a broader variety of audiences, and
- Structure their messages intentionally and purposefully in order to achieve particular purposes.

Engagement with Complex Text

The CA CCSS for ELA/Literacy call for student engagement with appropriately complex text. This is crucial if students are to develop the skills and knowledge required for college and careers. This call is important for all teachers in all disciplines. The goal is to challenge students so that they grow in skill interacting with texts; however, this can only be accomplished with effective teaching. Teachers must select texts that are appropriately challenging—not so challenging that they are inaccessible and not so simple that there is no growth. These texts should represent a range of genres and text types closely connected with the school curriculum and content standards.

Text complexity can be difficult to determine and involves subjective judgments by expert teachers who know their students. A three-part model for determining the complexity of a particular text is described by the CCSSO in Appendix A. Teachers consider (1) qualitative dimensions, (2) quantitative dimensions, and (3) the reader and task. Figure 3.7 represents the three dimensions. See appendix A of the CCSS for ELA/Literacy for annotations of the complexity of several texts.

Teachers play a crucial role in ensuring that all students engage meaningfully with and learn from challenging text. They provide strategically-designed instruction with appropriate levels of scaffolding, based on students' needs and appropriate for the text and the task, while always working toward assisting children in achieving independence. Some of the teaching practices that illustrate this type of instruction and scaffolding include leveraging background knowledge; teaching comprehension strategies, vocabulary, text organization, and language features; structuring discussions; sequencing texts and tasks appropriately; rereading the same text for different purposes, including to locate evidence for interpretations or understandings; using tools, such as text diagrams and student-made outlines; and teaching writing in response to text. Figure 3.10 provides guidance for supporting learners' engagement with complex text in these areas, along with additional considerations that are critical for meeting the needs of linguistically diverse learners, including English learners and standard English learners.

Figure 3.10. Strategies for Supporting Learners' Engagement with Complex Text

	Teachers support all students' understanding of complex text by...	Additional, amplified or differentiated support for linguistically diverse learners may include...
Background Knowledge	<ul style="list-style-type: none"> Leveraging students' existing background knowledge 	<ul style="list-style-type: none"> Drawing on primary language and home culture to make connections with existing background knowledge Developing students' awareness that their background knowledge may "live" in another language or culture
Comprehension Strategies	<ul style="list-style-type: none"> Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) Providing multiple opportunities to employ learned comprehension strategies 	<ul style="list-style-type: none"> Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English
Vocabulary	<ul style="list-style-type: none"> Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered 	<ul style="list-style-type: none"> Explicitly teaching cognates and about particular cognates Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish . -dad, -ión, ia, encia) that have the English counterparts (-ty, -tion/-sion, -y, -ence/-ency)
Text Organization and Grammatical Structures	<ul style="list-style-type: none"> Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension 	<ul style="list-style-type: none"> Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)

	Teachers support <i>all</i> students' understanding of complex text by...	Additional, amplified or differentiated support for linguistically diverse learners may include...
Discussions	<ul style="list-style-type: none"> Engaging students in peer discussions-- both brief and extended--to promote collaborative sense making of text and opportunities to use newly acquired vocabulary 	<ul style="list-style-type: none"> Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary
Sequencing	<ul style="list-style-type: none"> Systematically sequencing texts and tasks so that they build upon one another Continuing to model close/ analytical reading of complex texts during teacher read-alouds while also ensuring students build proficiency in reading complex texts themselves 	<ul style="list-style-type: none"> Focusing on the language demands of texts and carefully sequencing tasks to build understanding and effective use of the language in them
Rereading	<ul style="list-style-type: none"> Rereading the text or selected passages to look for answers to questions or to clarify points of confusion 	<ul style="list-style-type: none"> Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) Repeated exposure to the rich language over time, focusing on particular language (e.g., different vocabulary) during each reading
Tools	<ul style="list-style-type: none"> Teaching students to develop outlines, charts, diagrams, graphic organizers or other tools to summarize and synthesize content 	<ul style="list-style-type: none"> Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently Using the tools as a scaffold for discussions or writing
Writing	<ul style="list-style-type: none"> Teaching students to return to the text as they write in response to the text and providing them with models and feedback 	<ul style="list-style-type: none"> Providing opportunities for students to talk about their ideas with a peer before (or after) writing Providing written language models (e.g., charts of important words or powerful sentences) Providing reference frames (e.g., sentence, paragraph, and text organization frames), as appropriate

Academic Conversations

Because we know that well organized classroom conversations can enhance academic performance (Applebee 1996; Applebee, and others 2003; Cazden 2001; Nystrand 2006), students should have multiple opportunities daily to engage in academic conversations about text with a range of peers. Some conversations will be brief and others will involve sustained exchanges. Kamil and others (2008, 21) note that “discussions that are particularly effective in promoting students’ comprehension of complex text are those that focus on building a deeper understanding of the author’s meaning or critically analyzing and perhaps challenging the author’s conclusions through reasoning or applying person experiences and knowledge.”

CCR Anchor Standard 1 in Speaking and Listening underscores the importance of these collaborations and requires students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.” “Such plentiful occasions for talk—about content, structure and rhetorical stance—cultivate students’ curiosity, motivation, and engagement; develop their thinking through sharing ideas with others, and prepare them to participate fully in [college]-level academic work” (Katz and Arellano 2013, 47). Other purposes of academic conversations include promoting independent literacy practices and encouraging multiple perspectives. “When students are able to ‘make their thinking visible’ (Schoenbach, Greenleaf, and Murphy 2012) to one another (and become aware of it themselves) through substantive discussions, they eventually begin to take on the academic ‘ways with words,’ (Heath 1983) they see classmates and teachers skillfully using (Katz and Arellano 2013, 47).

The NGA/CCSSO notes that being productive members of academic conversations “requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains” (2010, 22). Learning to do this requires instructional attention. Educators must teach students how to engage in discussion by modeling and providing feedback and guiding students to reflect on and evaluate their discussions.

Promoting rich classroom conversations requires planning and preparation. Teachers need to consider the physical environment of the classroom, including the arrangement of seating; routines for interaction, including behavioral norms and ways for students to build on one another’s ideas; scaffolds, such as sentence starters or sentence frames; effective questioning, including the capacity to formulate and respond to good questions; flexible grouping; and structures for group work that encourages all students to participate equitably. (For additional ideas on how to support ELs to engage in academic conversations, see the section in this chapter on ELD Instruction.) Figure 3.12 provides examples of a range of structures for academic conversations.

Figure 3.12. Structures for Engaging All Students in Academic Conversations

Rather than posing a question and taking immediate responses from a few students, the teacher employs more participatory strategies such as those that follow. The teacher also ensures that students interact with a range of peers, as in several of the strategies here.

Think-Pair-Share

A question is posed and children are given time to think individually. Then each student expresses his or her thoughts and attends to a partner. The conversation is expanded to a whole-class discussion. (from Lyman 1981)

Think-Write-Pair-Share

Students respond to a prompt or question by first thinking independently about their response, then writing their response. They then share their thoughts with a peer. The conversation is expanded to a whole-group discussion.

Quick Write/Quick Draw

Students respond to a question by quickly writing a few notes or rendering a drawing (for example, a sketch of the water cycle) before being asked to share their thinking with classmates.

Literature/Learning Circles

Students take on various roles in preparation for a small-group discussion. For example, as they listen to, view, or read a text, one student attends to and prepares to talk about key vocabulary, another student prepares to discuss diagrams in the text, and a third student poses questions to the group. When they meet, each student has a turn to share and others are expected to respond by asking clarifying questions as needed and reacting to and building on the comments of the student who is sharing. (from Daniels 2002)

Inside-Outside Circles

Students think about and mentally prepare a response to a prompt such as *What do you think was the author's message in the story?* or *Be ready to tell a partner something you found interesting in this unit of study.* Students form two circles, one inside the other. Students face a peer in the opposite circle. This peer is the person with whom they share their response. After a moment, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and to hear a new perspective. (from Kagan 1994)

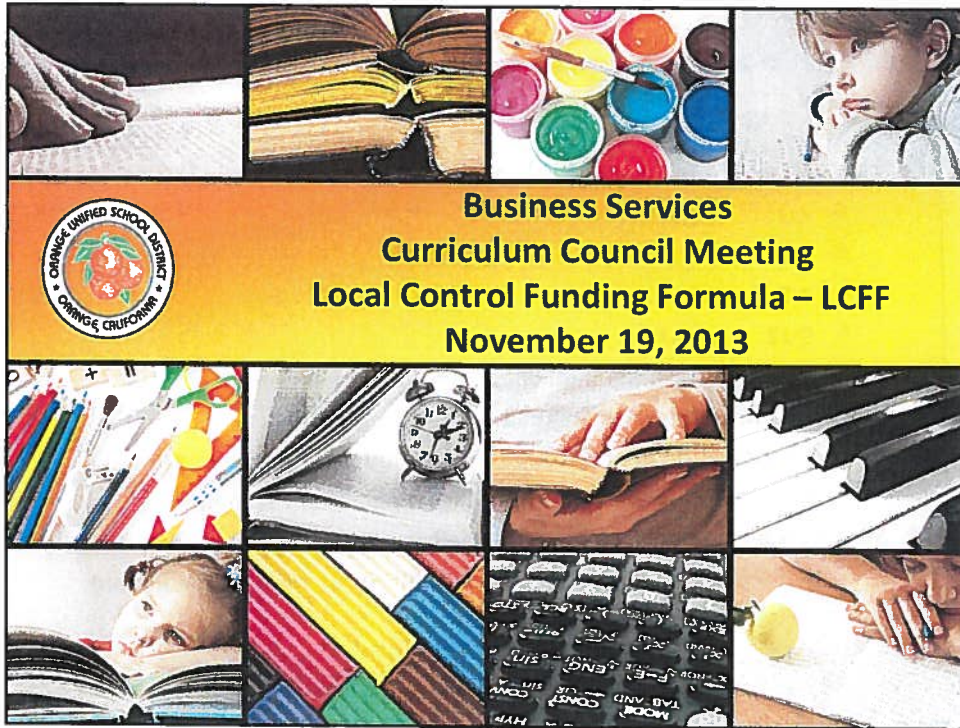
The Discussion Web

Students discuss a debatable topic incorporating listening, speaking, reading, and writing. Students are given a content-based reading, a focusing question, and clear directions and scaffolds for developing arguments supporting both sides of the question (Alvermann 1991; Buehl 2009).

Structured Academic Controversy

Like the Discussion Web, Structured Academic Controversy is another cooperative approach to conversation in which small teams of students learn about a controversial issue from multiple perspectives. Students work in pairs, reading materials to identify the most salient parts of the argument from one perspective. Pairs present their arguments to each other, debate, and then switch sides, debating a second time, and finally coming to consensus through a discussion of the strengths and weaknesses of both sides of the argument (Johnson and Johnson 1999).

Socratic Seminar and Philosopher's Chair are examples of other strategies, and there are many others.



**Business Services
Curriculum Council Meeting
Local Control Funding Formula – LCFF
November 19, 2013**

2013-14 Enacted Budget

2

- The 2013-14 Enacted Budget represents a balanced budget
- \$1.25 billion in one-time money for Common Core
- Provides a different method of funding distribution – the Local Control Funding Formula (LCFF)
 - \$2.1 billion additional funding to implement LCFF
 - Statewide funding gap of \$12 billion
 - Eight-year implementation phase (Year 2021)

Elements of Local Control Funding Formula (LCFF)

3



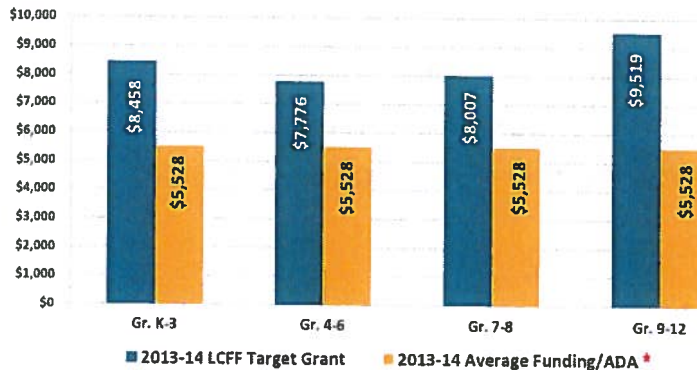
- Targeted Base Grant Amounts for 2013-14:
 - K-3: \$6,952
 - 4-6: \$7,056
 - 7-8: \$7,266
 - 9-12: \$8,419
- Add: K-3 CSR Adjustment add on of 10.4% of base grant
- Add: 9-12 Adjustment add on of 2.6% of base grant
- Add: Supplemental Grant (20% based on unduplicated count of Free-Reduced Price Meals, English Learner and Foster students)
- Add: Concentration Grant (50% for eligible students above the 55% threshold for Free- Reduced Priced Meals, EL and Foster student population)

Local Control Funding Formula as Proposed for the District

4



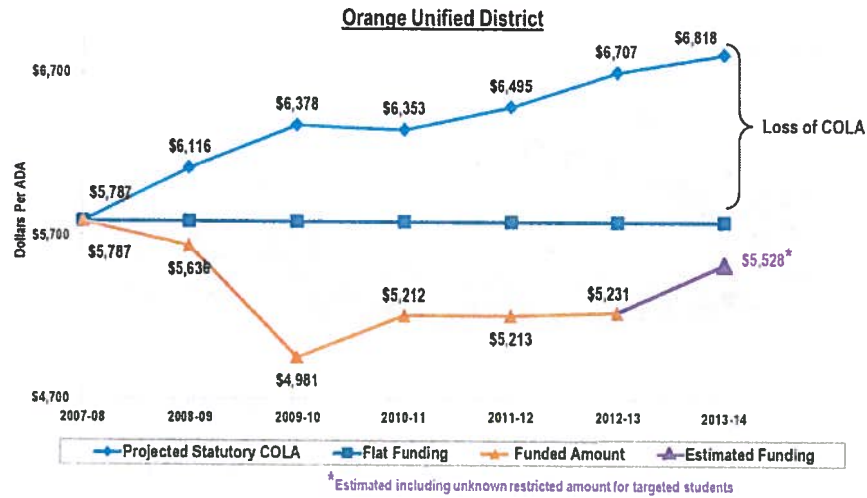
- 2013-14 target entitlement calculation
 - District with 51% eligible students would calculate the following LCFF target grants for 2013-14
 - 0% Concentration Grant



*Estimated including unknown restricted amount for targeted students

Funding Per ADA – Actual vs. Prior Statutory Level

5



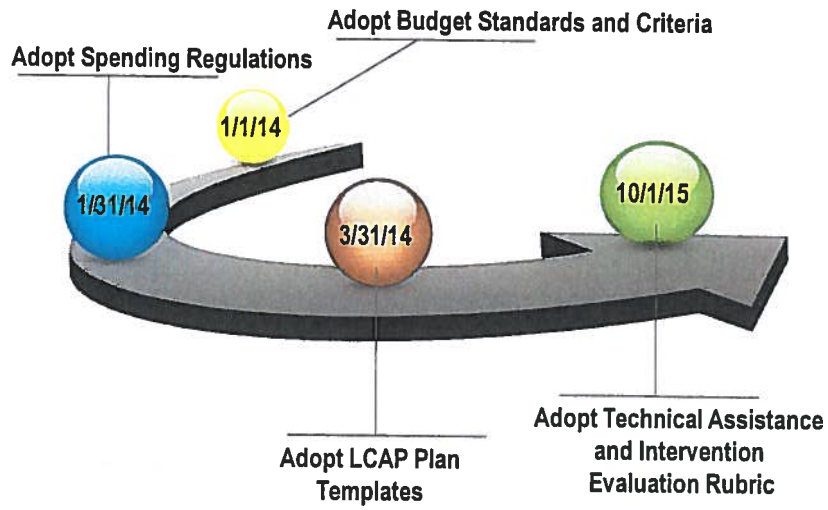
Multi Year Projections FY 2013-14 Revised Budget

6



	2013-14	2014-15	2015-16
Revenues	\$211,398,470	\$206,182,746	\$206,086,012
New Funding from LCFF (Restricted Portion \$800,000)	\$7,700,000	\$7,700,000	\$7,700,000
Total Revenues	\$219,098,470	\$213,882,746	\$213,786,012
Expenditures	\$234,903,459	\$233,312,583	\$237,595,307
Restoration of Furlough Days		\$2,900,000	\$2,900,000
Expiration of Class Size Waiver of 33:1		\$1,900,000	\$1,900,000
Total Expenditures as Adjusted	\$234,903,459	\$238,112,583	\$242,395,307
Increase (Decrease) Fund Balance	(\$15,804,989)	(\$24,229,837)	(\$28,609,295)
Beginning Balance	\$75,406,135	\$59,601,146	\$35,371,309
Projected Ending Balance (June 30)	\$59,601,146	\$35,371,309	\$6,762,014
Restricted for LCAP Implementation	(\$800,000)	(\$1,600,000)	(\$2,400,000)
Restricted Reserves	(\$7,353,231)	(\$7,449,504)	(\$7,577,986)
Unappropriated Fund Balance Above 3%	\$51,447,915	\$26,321,805	(\$3,215,972)

SBE Actions and Timeline



What Research Says About Pacing Guides

Pacing Guides

Pacing guides are created by school district leaders to help teachers stay on track and to ensure curricular continuity across schools in the district. These guides serve a purpose similar to that of traditional scope-and-sequence documents, which lay out expectations of the material to be covered in each subject at each grade level. But today's pacing guides are different because they map out the topics that are expected to be on the annual state test and schedule these topics before the spring testing dates. In fact, many pacing guides are tied to benchmark assessments that take place quarterly or even more frequently, further delineating what teachers must teach and when they must teach it. Some pacing guides specify the number of days, class periods, or even minutes that teachers should devote to each topic.

Research suggests that pacing guides intensify pressure on teachers to cover all the material specified and that teachers attempt to meet this demand in several ways. One is to devote more time to subjects that are tested (Louis, Febey, & Schroeder, 2005), giving less attention to science, music, art, and social studies.

Another common response is to rely on teacher-centered lessons that seem more efficient and predictable than student-centered lessons. Engaging students in more time-consuming, cognitively demanding activities that nurture deep understanding tends to fall by the wayside. Long-term projects, such as reading and analyzing entire books, are similarly bypassed. Breadth of coverage trumps depth for all topics. In an evaluation of efforts to introduce more rigorous algebra lessons to Los Angeles high school students, teachers reported that pressure to keep up with the pacing guide frustrated their attempts to immerse students in challenging tasks (David & Greene, 2007).

Teachers also respond to time pressure by making adaptations to programs that can lessen their benefits. For example, a study of Success for All found that teachers dropped some activities that the program designers deemed important because they lacked time (Datnow & Castellano, 2000).

Although all teachers are pressed for time, teachers with predominantly low-performing and minority students are far more likely to drop cognitively demanding activities than are other teachers. The former feel more stress and are more likely to focus on traditional forms of teacher-centered instruction (Wills & Sandholtz, in press).

These findings are consistent with research on the influence of high-stakes testing on curriculum and instruction, as well as studies of the role of pacing guides in specific reform efforts. Au (2007) reviewed 49 such studies and found that 75 percent documented a curriculum narrowed to tested subjects, knowledge fragmented into test-related pieces, and an increase in teacher-centered instruction.

Some districts use pacing guides as a tool to monitor teachers' adherence to a prescribed, centralized curriculum. This monitoring tends to further narrow content and instructional strategies (Wills & Sandholtz, in press). Cobb, McClain, de Silva Lamberg, and Dean (2003) found that in the United States, most guides do not address the development of student reasoning and that teachers rarely deviate from the guides. In contrast, they found that the pacing guides that Japanese teachers use describe student solutions to problems and explain how teachers can build on them in their instruction.

The quality of pacing guides and how teachers respond to them vary greatly, however. Research on new teachers, for example, points to their need for curricular guidance. One study finds that new teachers can benefit from resources such as pacing guides designed to help them figure out what to teach and how to teach it (Kauffman, Johnson, Kardos, Liu, & Peske, 2002)

What Research Says About Pacing Guides

Pacing Guides

Benefits for Students

One benefit of pacing for students is _____.

In my experiences, pacing guides have _____ students _____.

An example of this that I can recall is _____.

Challenges for Students

One challenge that pacing guides do for/to my students is _____.

In my experiences, pacing guides have _____ students _____.

An example of this that I can recall is _____.

Benefits for Teachers

As a teacher, pacing guides benefit me in that _____.

Overall, pacing guides are _____ because _____.

Challenges for Teachers

As a teacher, pacing guides have presented a challenge to me because _____.

Overall, pacing guides are _____ because _____.



Smarter Balanced Assessment Consortium: Practice Test Scoring Guide Grade 3 Performance Task

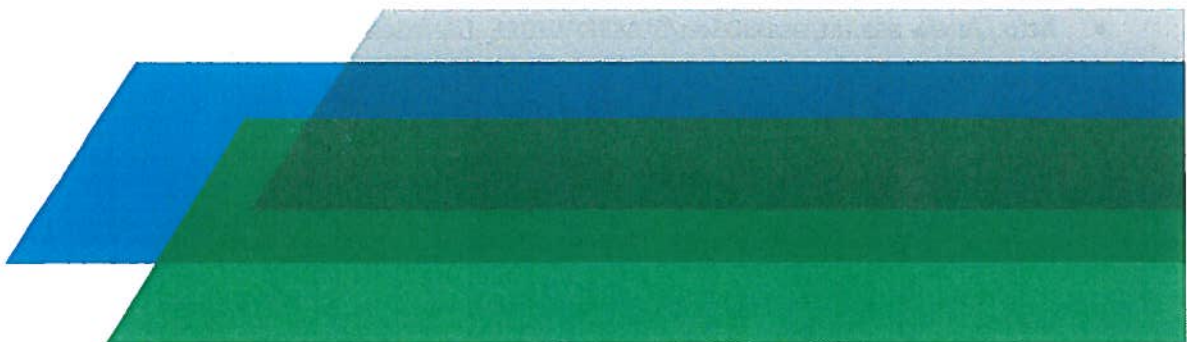
Published August 26, 2013

Prepared by the American Institutes for Research®



© Smarter Balanced Assessment Consortium, 2013

Descriptions of the operation of the Test Delivery System, Test Information Distribution Engine, and related systems are property of the American Institutes for Research® (AIR) and are used with permission of AIR.



Astronauts Informational Performance Task

Task:

Your class is creating a magazine about interesting jobs people do. Each person has been assigned to learn about a different job. Your assignment is to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and write an informational article.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you write your informational article.

You may click on the buttons to look at the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the spaces below them.

Part 1

Sources for Performance Task:

Source #1

This article about astronauts is based on information in the following sources:

- <http://www.kidzworld.com/article/3084-becoming-an-astronaut>
- <http://www.whyyz.com/what-does-an-astronaut-do>
- http://www.esa.int/esaKIDSen/SEM3RIWJD1E_LifeinSpace_0.html

What is an Astronaut? by Talia Yee



Astronaut floating in space © Corbis

Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts can see the Earth from space. They can see how it is round, like a ball. They can look down and see clouds, land, and water. They can even see the Moon up close. Astronauts get the chance to see more stars than you or I have ever seen.

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.

Astronauts train for hundreds of hours. There are three different levels of training they must pass before leaving for space. During their training, they learn about science and space. They also learn medical skills so they can keep each other healthy and safe when they are in space. Astronauts learn about what life is like on the International Space Station (ISS) and they also practice riding in special vehicles that are meant just for space. They even take classes in scuba diving! The feeling in their suits underwater is very similar to walking in space. A very important thing astronauts must also learn is how to work together as a team. Each person has a special job to do as part of the team.



Astronaut under water
© Pascal Parrot/Sygma/Corbis

Since there are different kinds of astronauts who have different kinds of jobs, some of the training they get is also different. Some astronauts learn about how to put things together and become very good at fixing things. They go to space to fix things on spaceships. Some astronauts are pilots who know how to fly airplanes. They have to study how to fly and steer a spaceship. They train for many hours to learn how to turn it, how to make it go faster and slower, and how to guide it through space. Some astronauts are leaders. They are in charge of all the people on the ship. They make sure that everybody is doing the right job. Other astronauts learn mostly about science. They go into space to learn how living things change when they are in space.

When astronauts are in a spaceship that is moving around Earth, they can feel as though they don't weigh anything. They can float. This is because the spaceship is in constant free fall around Earth, which means that it is quickly dropping as it moves around Earth. When something is in free fall, it can feel as though it is weightless and floating. Many astronauts say that it is fun to float around the inside of a spaceship. Other objects in the spaceship also can float, so astronauts can lift and move heavy things easily.

Feeling weightless is fun, but being in space is work for astronauts. Astronauts must be healthy and eat right. They have to exercise and be in good shape. Astronauts get to have many adventures. But they work hard, too.

Source #2

This article about what it is like to be an astronaut is based on information in the following sources:

- <http://news.discovery.com/videos/cool-jobs-astronaut.html>
- http://www.nasa.gov/audience/forstudents/5-8/features/F_When_Space_Makes_You_Dizzy.html

Life in Space by Aaron Higgins

Many people say they want to be an astronaut, but do they know what it is really like? Because astronauts have to know many things, they spend many years studying. They go to school for 12 years. Then they go to college for four years. After that, they have to study for at least two more years. That is 18 years of school in total! Some astronauts spend even more time studying. After all that time in school, they still have to do special training to learn how to live in space.

When astronauts are in space, they feel weightless. They can float. This sounds like fun, but it is not that simple. The human body is used to being on Earth. Some people stay out in space for months. A lot of strange things happen to the body when it feels weightless and floats for that long.

Astronauts sometimes feel sick in space. It takes a few days for them to get used to feeling weightless and being able to float.

Being in space also changes how blood flows in the body. In space, more blood flows to the astronauts' heads. Their faces get puffy. Their necks get bigger. At the same time, less blood flows to their legs making them skinny. They call this condition "bird legs."

The heart is a muscle. It pumps blood around the body. The heart does not have to work as hard to pump blood in space. A muscle that does not work hard gets weaker and smaller. Astronauts' other muscles and their bones can get weaker, too, because they do not have to work as hard to move the astronaut's body.

Astronauts have to do exercises when they are in space so they do not get too weak. They use big rubber bands. They attach them to the walls of the spaceship and hook them over their shoulders. Then they bend their knees and press against them to make their legs stronger.

When astronauts come back from space, they feel weak. It takes time for them to get used to being on the ground again.

1

Explain why it is hard to be an astronaut. Give three reasons, using information from both sources. Be sure to tell which source you used for each reason.

Type your answer in the space provided.

A two-point response includes a total of three reasons why it is difficult to be an astronaut. Reasons must be provided using information from both sources, only one of which may be cited. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

- Even though it's an exciting job, being an astronaut can be difficult for many reasons. In both sources, we learn that astronauts have to study for a long time to prepare for jobs in space. Source 1 explains that astronauts go through three different levels of training before they leave the ground. From Source 2, we learn that astronauts can become weak and sick as they adjust to life on a spaceship. The astronauts need to work hard to stay in shape.. Both sources show us how hard it can be to be an astronaut, both before and after they go into space.

A one-point response includes two reasons why it is difficult to be an astronaut, using information from both sources. **A response that includes two or three reasons why it is difficult to be an astronaut, using information from only one source also receives one point.**

Sample One-Point Response:

- Being an astronaut sounds really hard. The first source says that astronauts need to study for hundreds of hours to learn how to live in space. The second source says that astronauts need to exercise in space to stay healthy.

A response that provides one reason why it is difficult to be an astronaut or does not provide any relevant reasons from the sources receives no credit.

Sample Zero-Point Response:

- Being an astronaut is very exciting because astronauts can float.

Which source best tells how feeling “as though they are floating in space” affects the astronauts? Explain your answer by giving two examples from that source.

Type your answer in the space provided.

A two-point response identifies Source 2 and provides two examples from that source to describe how the feeling of “floating in space” affects astronauts. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

- Both sources mention floating in space, but the second source really describes what floating feels like for the astronauts. Floating may sound like fun, but it can make people sick after months in space. When their blood flow changes, their necks and faces get puffy, and their legs get thin and weak. Even their bones can get weaker because they don’t have to carry weight.

A one-point response identifies Source 2 and provides one example from that source or provides two examples and does not identify the source that describes how the feeling of “floating in space” affects astronauts.

Sample One-Point Response:

- Source 2 explains that astronauts’ hearts get weaker when they’re in space because they don’t have to pump the blood as hard.

A response that does not identify Source 2 and does not provide any relevant examples or only identifies the source or one example to describe how the feeling of floating affects astronauts receives no credit.

Sample Zero-Point Response:

- Astronauts float inside their spaceships.

3

Which topic can be found in both sources?

- Ⓐ Astronauts train to do different kinds of jobs in space.
- Ⓑ Astronauts have a special view of the Moon and Earth.
- Ⓒ It is important for astronauts to get plenty of exercise.
- Ⓓ Floating in space can have strange effects on astronauts.

The correct response, option C, receives a score of 1 point.

Student Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. You may use your notes and go back to the sources. Now read your assignment and the information about how your informational article will be scored; then begin your work.

Your assignment:

Your class is creating a magazine about interesting jobs people do. Each person has been assigned to write about a different job.

Your assignment is to write an informational article that is several paragraphs long that will help the students in your class know what the job of an astronaut is like. The magazine will be read by the students in your class, parents, and your teacher.

Make sure to have a main idea, clearly organize your article, and support your main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

REMEMBER: A well-written informational article:

- has a clear main idea
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support your main idea
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your article
2. write your article
3. revise and edit the final draft of your article

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write an article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your article.



A text editor toolbar with the following icons from left to right: Bold (B), Italic (I), Underline (U), Strikethrough (ABC), Bulleted List (•), Numbered List (1), Decrease Indent (↶), Increase Indent (↷), Undo (↶), Redo (↷), Spell Check (ABC), and Insert (Ω).

4-Point

Informative-Explanatory

Performance Task Writing Rubric (Grades 3-5)

Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

4-Point

Informative-Explanatory

Performance Task Writing Rubric (Grades 3–5)

Score	4	3	2	1	NS
<p>Evidence/Elaboration</p>	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3-5)			
Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
			<p>NS</p> <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.