

ADDENDUM TO AGENDA
ELK GROVE UNIFIED SCHOOL DISTRICT
Regular Meeting of the Board of Education
Board Room, Education Center
9510 Elk Grove-Florin Road
Elk Grove, CA 95624
April 22, 2014
Closed Session – 5:00 p.m.
Regular Session – 6:00 p.m.

<u>Item</u>	<u>Time – Approximate</u>
XI. Discussion Items	
11A. Discussion, Freshmen Sports	15 Minutes
XIV. Consent Agenda – Action	5 Minutes
30A. Out-of-State Field Trip Approval	

AMERICAN WITH DISABILITIES COMPLIANCE NOTICE

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board Secretary, Arlene Hein, at (916) 686-7700.

Notification of at least 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodation, auxiliary aids or services.

DOCUMENT AVAILABILITY

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in District office located at 9510 Elk Grove-Florin Road, Elk Grove, CA during normal business hours.

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 11A

Board Agenda Item

Supplement No. _____

Meeting Date 4-22-14

Subject: Discussion, Freshmen Sports
Department: Board of Education

Action Requested:
The Board is requested to discuss the inclusion of Freshmen Sports in the 2014-15 budget.

Discussion:

This discussion is intended to provide an opportunity for the Board to continue its conversation regarding Freshmen Sports. If there is a need to provide the Board with additional information or clarification, staff will prepare to capture the question(s) or provide additional insight.

Financial Summary:

Prepared By: Steven M. Ladd Department Approval: _____
Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D.



ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 30A

Board Agenda Item

Supplement No. _____

Meeting Date April 22, 2014

Subject:
Out-of-State Field Trip **Division:** Secondary Education

Action Requested:
The Board of Education is asked to approve the Out-of-State Field Trip listed below.

Discussion:

As part of its consent agenda, the Board is asked to approve the out-of-state field trip listed below.

School	Field Trip Destination	Field Trip Purpose	Dates of Trips
Pleasant Grove High School	St. Louis, Missouri	Participate in National Robotics Competition	April 23-28, 2014

Financial Summary:

Prepared By: Christine Morse Division Approval: *C. Penna* Christina C. Penna

Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D.

**Attachment to
Agenda Item**

April 22, 2014
Board Meeting

**Agenda Item
#13 - Revised**

ELK GROVE UNIFIED SCHOOL DISTRICT

Agenda Item No: 13 - REVISED

Board Agenda Item

Supplement No. _____

Meeting Date 4-22-14

Subject: Summer School

Department: Administration

Action Requested: The Board is requested to discuss and take action regarding offering Summer School for the Summer of 2014.

Discussion:

Attached are the broad-stroke thoughts regarding Summer School. Dependent on the funding, summer programs will be built predicated on the level of funding the Board approves.

Financial Summary:

Prepared By: _____ Department Approval: _____

Prepared By: _____ Superintendent Approval: Steven M. Ladd, Ed.D.



Elk Grove Unified School District

Summer School Programs – 2014

Elementary

- The Elementary Division would like to offer summer school/intersession programs at all 39 elementary schools.
- We will invite students in grades K-6.
- A major priority is to provide opportunities to our identified groups of students (Foster Youth, English Learners, and Low Income students).
- We will also provide these extended learning opportunities to students not meeting grade level standards.
- Our first priority will be to provide early literacy and early numeracy programs.
- We will also provide enrichment/accelerated opportunities.
- We also want to collaborate with Secondary Education to provide a Bridging Program for promoting 6th grade students as they matriculate into 7th grade.
- We will provide focused small group instruction.

Secondary

- The Secondary Division would like to offer summer school programs at all middle schools, high schools and alternative education schools.
- We will provide enrichment/accelerated opportunities to enable students to have space in their schedules to take electives classes, band, ROTC, required academy courses, AVID courses, and higher level academic courses (Honors/AP) during the school year.
- We will provide students with opportunities to take credit recovery classes to meet the required 220 graduation credits, make up work toward graduation and repeat classes to meet the A-G requirements.
- We will provide remediation in math and English at the middle and high school levels.
- We will offer Pre-Honors and Advanced Placement support to increase enrollment in these programs. Pre-Honors and AP support may include an AP boot camp and other preparation programs.
- We will provide a Bridge Program to promote a successful transition from sixth to seventh grade and from eighth to ninth grade.

**Attachment to
Agenda Item**

April 22, 2014
Board Meeting

**Agenda Item
18 (Revised)**

Core Curriculum
ADDENDUM

Mathematics

The California Common Core State Standards for Mathematics (CCSSM) program is designed to prepare students for college and career readiness. Course sequences are designed to provide opportunities for acquisition and mastery of content. The Elk Grove Unified School District is committed to offering courses that are rigorous and address the individual interests and strengths of students. The courses outlined in this handbook are representative of expectations of learning within CCSSM. Please note that course changes may occur as a result of the work of the district steering committee for Mathematics.

Course	Grade Level	Description
7 th Grade Math Course #3511	7	<p>This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships, including percentages; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.</p> <p><u>Adopted curricular materials:</u> <i>Go Math 7</i>, Houghton-Mifflin/Harcourt</p>
7 th Grade Math + Support Course #3512	7	<p>This course encompasses the same standards focus as 7th Grade Math. Students will be provided academic support to develop math standards of which they have not yet demonstrated proficiency. This support may include more time, smaller class size, modified curriculum, instructional strategies, etc.</p> <p><u>Adopted curricular materials:</u> <i>Go Math 7</i>, Houghton-Mifflin/Harcourt</p>
7 th Grade Math: Accelerated Course #3513	7	<p>This course is an accelerated math course for the student who not only is advanced in the math skills and understanding but can move through the math standards at a faster pace. The CA framework suggests this “compacted” pathway in which the standards from grade seven, grade eight, and the Algebra I or Mathematics I course could be compressed into an accelerated pathway. Students will complete all the 7th grade standards and the first half of the 8th grade standards.</p> <p>This course leads to the completion of high school Algebra I by the end of 8th grade but does not skip any grade level standards along the way.</p> <p><u>Adopted curricular materials:</u> <i>Go Math 7 Accelerated</i>, Houghton-Mifflin/Harcourt</p>
8 th Grade Math Course #3514	8	<p>This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem.</p> <p><u>Adopted curricular materials:</u> <i>Go Math 8</i>, Houghton-Mifflin/Harcourt</p>

Course	Grade Level	Description
8 th Grade Math + Support Course #3515	8	This course encompasses the same standards focus as 8 th Grade Math. Students will be provided academic support to develop math standards of which they have not yet demonstrated proficiency. This support may include more time, smaller class size, modified curriculum, instructional strategies, etc. Adopted curricular materials: <i>Go Math 8</i> , Houghton-Mifflin/Harcourt
Algebra I Course #3010	8	This course allows students to develop a stronger background in mathematics and critical thinking. Topics that will be covered will include: understanding, writing, solving, and graphing linear equations and quadratic equations, systems of two linear equations in two unknowns, and operations on monomial and polynomial expressions. A scientific calculator is recommended. This course meets the Algebra I graduation requirement. This course meets UC and CSU math requirements. Adopted curricular materials: <i>Algebra 1</i> , Prentice Hall
Geometry Course #3020	8	This course is designed for students who would like to further develop mathematical reasoning and critical thinking. The topics that will be covered include: the study of definitions, postulates and theorems as they are used in proofs; deductive and inductive reasoning; the study of triangles, quadrilaterals, circles and polygons; and area, volume, perimeter, trigonometry, and problem-solving. Algebra skills will be reinforced. A scientific calculator is recommended. Credits may be used toward the math graduation requirement. This course meets UC and CSU math requirements. <i>Prerequisite: Algebra I with a grade of "C" or better.</i> Adopted curricular materials: <i>Geometry</i> , McDougal Littell
8 th Grade Math: Accelerated (This course will commence beginning in the 2015-16 school year.) Course #3516	8	This course is a continuation of the 7 th grade accelerated math course. Students must have successfully completed the accelerated 7 th grade course. Students in this course will complete the 8 th grade standards combined with the Algebra I (or Mathematics I) course standards. This course satisfies the a-g Algebra I requirement. This course allows students to enter the Geometry (or Mathematics II) course in Grade 9. Adopted curricular materials: <i>Algebra 1</i> , Prentice Hall

Link to Draft Framework 8/2013 <http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

Who should accelerate?

Designing CA CCSS aligned mathematics courses in middle school requires careful planning to ensure that all content and practice standards are fully addressed. Some students, in some courses, may move through the standards more quickly than others.

While decisions to accelerate are almost always a joint decision between the school and the family, serious efforts must be made to consider solid evidence of student learning in order to avoid unwittingly disadvantaging the opportunities of particular groups of students. Among the considerations is the need to assess near-term mathematics readiness with the students' longer-term prospects for mastering advanced mathematics content.

The Achieve Pathways Group has developed a set of clear guidelines on how placement decisions and course sequences should be evaluated based on work published by the Washington Office of the Superintendent of Public Schooling:

- 1. Decisions to accelerate students into the Common Core State Standards for higher mathematics before ninth grade should not be rushed.*
- 2. Decisions to accelerate students into higher mathematics before ninth grade must require solid evidence of mastery of prerequisite CA CCSSM for grades K–8. Skipping over material to get students to a particular point in the curriculum will create gaps in the students' mathematical background.*
- 3. Compacted courses should include the same Common Core State Standards as the non-compacted courses.*
- 4. A menu of challenging options should be available for students after their third year of mathematics in high school—and all students should be strongly encouraged to take mathematics in all years of high school.*

It is essential that multiple measures are used to determine a student's readiness for acceleration. A portfolio of student work may be collected as evidence of readiness in addition to student grade reports and assessment data from their previous mathematics courses.