Burbank Unified Academic Metrics 23-24

Presented by
Robyn Anders

Brochure by
Lucia Bowers
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<td>38-45</td>
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</tbody>
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Core Values Statement

WE HOLD HIGH EXPECTATIONS AND STANDARDS FOR THE ACADEMIC AND SOCIAL DEVELOPMENT OF ALL STUDENTS AND THE PERFORMANCE OF ADULTS.

WE GIVE STUDENTS THE OPPORTUNITY TO ACHIEVE SUCCESS IN THEIR CHOSEN ENDEAVORS AND TO CREATE A DESIRE TO BE LIFELONG LEARNERS.

INCREASING STUDENTS’ PROFICIENCY WILL IMPROVE THEIR QUALITY OF LIVING FOR A LIFETIME.

- All students will learn and achieve. Each student at every level:
  ...will demonstrate respect of self, others, and the community.
  ...will encounter a rigorous and engaging curriculum.
  ...will experience a variety of instructional strategies.
  ...will build high self-esteem through success in personal achievement.
  ...will have opportunities to engage in enriching extra- and co-curricular activities.
- Family involvement greatly enhances the success of children in school.
- Highly skilled and effective teaching, combined with positive personal attitudes and relationships, are the essential factors in a successful classroom learning experience.
- The entire community and all of its organizations and agencies play a vital role in the success of students in school. The schools, parents, and community must provide a social environment which enhances each student’s ability to achieve a high level of academic success and physical and emotional well-being. It is essential to collaborate and maximize time, money, and human resources to promote shared responsibility for the health and welfare of all students.
- Our District recruits, hires, and retains highly qualified, talented, and productive staff members. All employees will uphold the highest ethical standards and function on a values foundation of a strong Work Ethic, Integrity, Accountability, Honesty/Openness, Caring, Respect, Fairness, Citizenship, Passion, and Enthusiasm.
- Our District recognizes and appreciates the cultural and human diversity of our students, staff, and families. This diversity offers educational opportunities enhancing respect and success for all.
- Analysis of District budget and programs guides the priorities for the purpose of preserving District solvency.
MATH SKILLS
The following are foundational math skills taught in grades 3-5.

GRADE 3 MATH
- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply & divide within 100
- Solve problems involving the four operations, and identify & explain patterns in arithmetic
- Develop understanding of fractions as numbers
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition

GRADE 4 MATH
- Use the four operations with whole numbers to solve problems
- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multidigit arithmetic
- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending previous understandings of operations
- Understand decimal notation for fractions, and compare decimal fractions

GRADE 5 MATH
- Understand the place value system
- Perform operations with multi-digit whole numbers and decimals to hundredths
- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
- Graph points in the coordinate plane to solve real-world and mathematical problems*

from https://achievethecore.org/
## ELEMENTARY MATH MATERIALS

<table>
<thead>
<tr>
<th>Name</th>
<th>Grades</th>
<th>Usage</th>
</tr>
</thead>
</table>
| Go! Math              | K-5    | • daily math instruction  
|                       |        | • limited at-home practice                                           |
| Counting Collections  | K-5    | • an activity in which we students count to figure out how many are  
|                       |        | in a "collection" of objects and make a written representation of  
|                       |        | what they counted and how they counted it                           |
|                       |        | • students are encouraged to count and represent in ways that make   
|                       |        | sense to them without an adult doing a demonstration first.         |
| i-Ready               | K-5    | • diagnostic taken at beginning of year to determine math proficiency 
|                       |        | in four math domains:                                               |
|                       |        |   ◦ Numbers and Operations                                           |
|                       |        |   ◦ Algebra and Algebraic Thinking                                   |
|                       |        |   ◦ Measurement and Data                                             |
|                       |        |   ◦ Geometry                                                         |
|                       |        | • students are reassessed in January or at the end of the school year 
|                       |        | to demonstrate improvement                                          |
|                       |        | • teachers can also assign individual learning pathways for         
|                       |        | math practice or as a Tier 2 math intervention                      |
**MATH ANALYSIS - GRADES 3-5**

### GRADE 3 MATH

In third grade, CAASPP proficiency percentages are at 57%, a 7% decrease since 2019. Though local benchmark scores are consistent with CAASP scores, the number of 3s and 4s is markedly higher at 77%.

<table>
<thead>
<tr>
<th>CAASPP Proficiency</th>
<th>&quot;3s&quot; &amp; &quot;4s&quot;</th>
<th>Local Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>63.03%</td>
<td>59.00%</td>
</tr>
<tr>
<td>21-22</td>
<td>51.54%</td>
<td>60.00%</td>
</tr>
<tr>
<td>22-23</td>
<td>56.64%</td>
<td></td>
</tr>
</tbody>
</table>

### GRADE 4 MATH

In fourth grade, the CAASPP proficiency percentages are at 58%, a slight 2% decrease since 2019. The local benchmark measures are higher than CAASP scores, as are the number of 3s and 4s at this grade level.

<table>
<thead>
<tr>
<th>CAASPP Proficiency</th>
<th>&quot;3s&quot; &amp; &quot;4s&quot;</th>
<th>Local Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>59.61%</td>
<td>64.00%</td>
</tr>
<tr>
<td>21-22</td>
<td>56.85%</td>
<td>67.00%</td>
</tr>
<tr>
<td>22-23</td>
<td>37.93%</td>
<td></td>
</tr>
</tbody>
</table>

### GRADE 5 MATH

In fifth grade, CAASPP proficiency percentages are at a 5% decrease since 2019. Both local benchmarks and 3s and 4s are higher than CAASP scores indicate. Students scored 10% lower than previously.

<table>
<thead>
<tr>
<th>CAASPP Proficiency</th>
<th>&quot;3s&quot; &amp; &quot;4s&quot;</th>
<th>Local Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>51.89%</td>
<td>62.00%</td>
</tr>
<tr>
<td>21-22</td>
<td>56.24%</td>
<td>56.00%</td>
</tr>
<tr>
<td>22-23</td>
<td>46.58%</td>
<td></td>
</tr>
</tbody>
</table>
MATH SKILLS

The following are foundational math skills taught in grades 6-8.

**GRADE 6 MATH**
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Apply and extend previous understandings of numbers to the system of rational numbers
- Understand ratio concepts and use ratio reasoning to solve problems
- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

**GRADE 7 MATH**
- Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers
- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Use properties of operations to generate equivalent expressions
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations

**GRADE 8 MATH**
- Work with radical and integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations
- Define, evaluate, and compare functions
- Use functions to model relationships between quantities

from https://achievethecore.org/
MATH PROGRESSION

Multiple measures determine placement in grade 6 mathematics. These include placement tests, grades, and SBAC scores. Students enrolled in Burbank elementary schools will take a 6th grade math placement test during trimester three. Students that enroll in a Burbank middle school (6th – 8th grade) during the summer will be offered the opportunity to take a placement test. The course sequence is illustrated in the chart below. Teachers and administrators will review placement in the first few weeks of school.

[Diagram showing the progression of math courses from Grade 6 to Grade 8, including Math 6(1), Math 6(2), Math 6(3), Math 7, Math 7(2), Math 8, Algebra, and Geometry, with criteria for advancement and failure.]
## MIDDLE SCHOOL MATH MATERIALS

<table>
<thead>
<tr>
<th>Name</th>
<th>Grades</th>
<th>Usage</th>
</tr>
</thead>
</table>
| **Math 6 Placement Assessment**           | 6-8    | - multiple measures are used to determine placement in Grade 6 mathematics including placement tests, grades, and SBAC scores  
- math placement test taken during trimester three of 5th grade  
- staff reviews placement in the first few weeks of middle school |
| **Core Connections**                      | 6-8    | - math 6-1 uses the Course 1 textbook  
- math 6-2 uses the Course 1 and 2 textbook  
- math 6-3 uses the Course 1, 2, and 3 textbook  
- math 7 uses the Course 2 textbook  
- math 8 uses the Course 3 textbook  
- Algebra uses the Algebra textbook and receive high school credits  
- Geometry uses the Core Connections Geometry and receive high school credits |
| **i-Ready**                               | 6-8    | - beginning-of-year diagnostic determines proficiency in:  
  - Numbers and Operations  
  - Algebra and Algebraic Thinking  
  - Measurement and Data  
  - Geometry  
- students are reassessed in January or May to demonstrate improvement |
In sixth grade, CAASPP proficiency sees a 8% decrease from 2019, but a 5% improvement from 21-22. Local benchmarks and CAASP scores are consistent. The percentage of students scoring a C or higher in their math class is at 93%.

In seventh grade, CAASPP proficiency was 41%, a 10% decrease since 2019. The local benchmark and percentage of students scoring a C or higher in their math class are higher than CAASP scores, but are down from previous years.

In eighth grade, CAASPP proficiency percentages are at 37%, but both local benchmarks and the percentage of students scoring a C or higher in their math class are markedly higher.
## MATH SKILLS

The following are college and career skills taught in high school.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MATH</th>
</tr>
</thead>
</table>
| 9     | - Apply and extend previous understandings of multiplication and division to divide fractions by fractions  
      | - Apply and extend previous understandings of numbers to the system of rational numbers  
      | - Understand ratio concepts and use ratio reasoning to solve problems  
      | - Apply and extend previous understandings of arithmetic to algebraic expressions  
      | - Reason about and solve one-variable equations and inequalities  
      | - Represent and analyze quantitative relationships between dependent and independent variables |
| 10    | - Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers  
      | - Analyze proportional relationships and use them to solve real-world and mathematical problems  
      | - Use properties of operations to generate equivalent expressions  
      | - Solve real-life and mathematical problems using numerical and algebraic expressions and equations |
| 11    | - Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers  
      | - Analyze proportional relationships and use them to solve real-world and mathematical problems  
      | - Use properties of operations to generate equivalent expressions  
      | - Solve real-life and mathematical problems using numerical and algebraic expressions and equations |
| 12    | - Work with radical and integer exponents  
      | - Understand the connections between proportional relationships, lines, and linear equations  
      | - Analyze and solve linear equations and pairs of simultaneous linear equations  
      | - Define, evaluate, and compare functions  
      | - Use functions to model relationships between quantities |

from https://achievethecore.org/
# HIGH SCHOOL MATH MATERIALS

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Course</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houghton Mifflin Co.</td>
<td>Calculus Statistics</td>
<td>• <em>Math Ideals</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Elementary Statistics</em></td>
</tr>
<tr>
<td>Pearson</td>
<td>College Prep Math, Statistics, Trigonometry</td>
<td>• <em>Math Ideals</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Elementary Statistics</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Trigonometry</em></td>
</tr>
<tr>
<td>College Prep Math: Core Connections</td>
<td>Algebra I Geometry, Algebra II, Pre-Calculus</td>
<td>• <em>Core Connections Algebra I</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Core Connections Geometry</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Core Connections Algebra II</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Core Connections Pre-Calculus</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>App</th>
<th>Course</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desmos Graphing App</td>
<td>All Math Courses</td>
<td>• built in digital lesson plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• user friendly alternative to a graphing calculator</td>
</tr>
<tr>
<td>Kuta Software</td>
<td>All Math Courses</td>
<td>• creates Independent practice questions or Common Formative Assessments based on standards and skills covered in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• helpful for Tier 1 intervention and additional practice.</td>
</tr>
<tr>
<td>Math Medic</td>
<td>All Math Courses</td>
<td>• lessons that supplement the idea of College Prep Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Experience First Formalize Later (EFFL) model helps students use discovery, make conjectures, test those conjectures, and then solidify and formalize their math experience</td>
</tr>
</tbody>
</table>
In ninth grade, there is a 7% decline of students “on track.” This is consistent with data on students earning a C or better in math, which has also dropped 9% from 21-22 to 85% in 22-23. The average scores on local assessments, however, shows a slight increase to in 22-23.

In tenth grade, the percentage of students “on track” has stayed consistent. There was a significant decrease in students with a C or better in 21-22, with a rebound in 22-23. Local benchmark scores remain consistent, with near 50% of students passing.

In eleventh grade, there is a slight decline of 3% between 21-22 and 22-23 of students “on track.” The percentage of students earning a C or better in a math class increased by nearly 10%. Scores on local benchmarks remained relatively stable at 33%.
**FINAL ANALYSIS - MATH**

**AREAS FOR IMPROVEMENT:**

- District Subgroups in Red or Orange on CA Dashboard include Foster Youth, English Learners, Hispanic, SED, & Students with Disabilities; foster youth declined considerably
  - Dropped 1.3% from 21-22 to 22-23 in Math proficiency All Grades on CAASPP Assessment

**SUCCESS INDICATORS:**

- Grade Distributions are improving in percentage of “C or Better” students in most grades in Math.

**LOCAL CONTEXT:**

- Large influx of English Learners (ELD 1) who are not exempt from CAASPP Assessment in Math in first year and attendance concerns related to illness or Covid-19 regulations.

**CONTINUED INVESTIGATION:**

- Students struggling with proficiency on local assessments (District Benchmarks given during finals) in high school.
- Continuing PLC work regarding vertical alignment, number sense, and math mindset.

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**MATH ANALYSIS - GRADES 9-12**

**GRADE 12**

<table>
<thead>
<tr>
<th>MATH</th>
<th>A-G Credits On-Track</th>
<th>&quot;C&quot; or Better</th>
<th>Local Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21</td>
<td>68.69%</td>
<td>89.58%</td>
<td>14.71%</td>
</tr>
<tr>
<td>21-22</td>
<td>73.15%</td>
<td>89.66%</td>
<td>23.08%</td>
</tr>
<tr>
<td>22-23</td>
<td>73.09%</td>
<td>89.87%</td>
<td></td>
</tr>
</tbody>
</table>

In twelfth grade, the percentage of students “on track” remains stable at 73%. Students earning a C or better in a math class also remains stable at near 90% for the past three years. The local assessments scores shows a significant increase of 9%, up to a average score of 23%.
### ELA SKILLS

The following are a sampling of foundational English/Language Arts skills taught in grades 3-5.

#### GRADE 3

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Engage effectively in a range of collaborative discussions.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### GRADE 4

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Identify the reasons and evidence a speaker or media source provides to support particular points

#### GRADE 5

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

From: https://cde.ca.gov/
# ELEMENTARY ELA MATERIALS

<table>
<thead>
<tr>
<th>Name</th>
<th>Grades</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>K-5</td>
<td>• daily English/Language Arts instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• limited at-home practice</td>
</tr>
<tr>
<td>Benchmark</td>
<td>K-5</td>
<td>• Benchmark Advance and Adelante are “parallel, cohesive, and equitable” English/Language Arts and Spanish/Language Arts programs.</td>
</tr>
<tr>
<td>Adelante</td>
<td></td>
<td>• They share the same program frameworks, features, and components but support the dual language model.</td>
</tr>
<tr>
<td>i-Ready</td>
<td>K-5</td>
<td>• diagnostic taken at beginning of year to determine English proficiency in six domains:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Phonological Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Phonics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ High Frequency Words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Comprehension of Informational Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◦ Comprehension of Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• students are reassessed in January or at the end of the school year to demonstrate improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• teachers can also assign individual learning pathways for reading practice or as a Tier 2 reading intervention</td>
</tr>
</tbody>
</table>
GRADE 3-5 APPROVED READING LIST

The following texts are board approved for whole-class and small group instruction in grades 3-5.

GRADE 3

Abigail's Drum, Aesop's Fables, Amber Brown is Not a Crayon,
Because of Winn Dixie, Charlotte's Web, Chocolate Fever,
Fantastic Mr. Fox, Mr. Popper's Penguins, Owls in the Family,
Ramona and Her Father, Sam, Bangs and Moonshine, Stealing Home,
Sylvester and the Magic Pebble, The Mouse and the Motorcycle,
West Side Kids- The Big Idea

GRADE 4

A Dog Called Kitty, American Tall Tales, By the Great Horn Spoon,
Fourth Grade Rats, Gosh Awful Gold Rush Mystery,
James and the Giant Peach, Jose,
In the Year of the Bear and Jackie Robinson,
Mystery on the California Mission Trail, Out of the Dust,
Sarah, Plain and Tall, Shiloh, Shoeshine Girl, Sign of the Beaver,
Stone Fox, Summer of the Swan, The Tale of Despereaux,
The Hundred Dresses, The Whipping Boy, The Trumpet of the Swan,
Walk Two Moons, West Side Kids - The Pet Sitters,
Who Stole the Wizard of Oz

GRADE 5

A Jar of Dreams, A Week in the Woods, Bud, Not Buddy,
Daughter of Liberty, Dear Mr. Henshaw, Freedom Crossing, Frindle,
From the Mixed Up Files of Mrs. Basil E. Frankweiler,
Guns for General Washington, Hatchet, Letters From Rifka,
Mrs. Frisby and Rats of NIMH, Number the Stars, Off and Running,
On to Oregon, The Lion, The Witch, and the Wardrobe,
The Tarantula in my Purse, The Witch of Blackbird Pond, Toliver's Secret,
Tuck Everlasting, What's the Big Idea, Ben Franklin?
In third grade, CAASPP proficiency percentages are at 56%. The percentage of 3s and 4s and local benchmark scores are markedly higher than CAASPP scores, at 82% and 76%, respectively.

In fourth grade, CAASPP proficiency is at 62%. While the percentage of 3s and 4s at this grade level are markedly higher than CAASPP scores, local benchmark measures are consistent with CAASPP scores.

In fifth grade, CAASPP proficiency percentages are at a 12% decrease since 2019. Similarly, local benchmarks scores steadily decrease from grades 3 to 5. The percentage of 3s and 4s is above 80%.
ELA SKILLS

The following are a sampling of foundational English/Language Arts skills taught in grades 6-8.

GRADE 6 MATH

- Gather relevant information from multiple sources.
- Assess the credibility of each source.
- Quote or paraphrase while avoiding plagiarism and providing basic bibliographic information for sources.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes.

GRADE 7 MATH

- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard citation format.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences.
- Determine two or more central ideas and analyze their development over the course of a text.
- Provide an objective summary of a text.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE 8 MATH

- Write arguments to support claims with clear reasons and evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Integrate and evaluate content presented in diverse media.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
- When presenting, use appropriate eye contact, adequate volume, and clear pronunciation.

from https://cde.ca.gov/
# MIDDLE SCHOOL ELA MATERIALS

<table>
<thead>
<tr>
<th>Name</th>
<th>Grades</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Collections</td>
<td>6-8</td>
<td>• daily English/Language Arts instruction&lt;br&gt;• limited at-home practice</td>
</tr>
</tbody>
</table>
| i-Ready             | 6-8    | • diagnostic taken at beginning of year to determine English proficiency in six domains:<br>  
  ◦ Phonological Awareness<br>  ◦ Phonics<br>  ◦ High Frequency Words<br>  ◦ Vocabulary<br>  ◦ Comprehension of Informational Text<br>  ◦ Comprehension of Literature<br>  
• students are reassessed in January or at the end of the school year to demonstrate improvement<br>  
• teachers can also assign individual learning pathways for reading practice or as a Tier 2 reading intervention |
GRADE 6-8 APPROVED READING LIST

The following texts are board approved for whole-class and small group instruction in grades 6-8.

GRADE 6
ELA

The Boy of the Painted Cave, Bridge to Terabithia,
“D’Aulaire’s Book of Greek Mythology,” The Egypt Game,
Freak the Mighty, The Hobbit, Holes, Homeless Birds,
Island of the Blue Dolphins, A Long Walk to Water, Max the Mighty,
My Side of the Mountain, Picture of Hollis Woods, So B It,
There’s a Boy in the Girl’s Bathroom, Twelfth Night, The Westing Game,
Where the Red Fern Grows, A Wrinkle in Time

GRADE 7
ELA

As You Like It, “Baseball in April,” Child of the Owl, Counting by 7s,
A Day No Pigs Would Die, Dragonwings,
“Flying Lessons and Other Stories,” A Midwife’s Apprentice, The Pearl,
Red Scarf Girl, Saduku and The Thousand Paper Cranes,
Samir and Yonatan, A Single Shard, A Step from Heaven

GRADE 8
MATH

The Adventures of Tom Sawyer, April Morning, The Call of the Wild,
The Diary of Anne Frank, The Giver, The Lilies of the Field,
The Merchant of Venice, The Miracle Worker, Out of the Dust,
Parrot in the Oven, Sarah Bishop, “Seedfolks,” The Taming of the Shrew,
Touching Spirit Bear, Treasure Island, Twelve Angry Men
In sixth grade, CAASPP proficiency sees a 6% decrease from 2019, but a 2% improvement from 21-22. Local benchmarks and CAASPP scores are consistent. The percentage of students scoring a C or higher in their math class is at 93%.

In seventh grade, CAASPP proficiency was 52%, a 13% decrease since 2019. The local benchmark is consistent with CAASPP scores, but the percentage of students scoring a C or higher in ELA is substantially higher.

In eighth grade, CAASPP proficiency was 56%. The local benchmark is relatively consistent with CAASPP scores, but the percentage of students scoring a C or higher in ELA is substantially higher.
ELA SKILLS

The following are college and career skills taught in high school.

GRADE 9 MATH
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates knowledge level and concerns.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions relate to each other and the whole.
- Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

GRADE 10 MATH
- Gather relevant information from multiple authoritative sources, using advanced searches effectively.
- Assess the usefulness of a source in answering the research.
- Integrate information to maintain the flow of ideas, avoiding plagiarism and following the standard format for citation.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style and to comprehend more fully when reading or listening.

GRADE 11 MATH
- Write to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
- Demonstrate knowledge of 18th, 19th and 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

GRADE 12 MATH
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Determine the meanings of words and phrases as they are used in the text and analyze the impact of specific word choices on meaning and tone.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

from https://cde.ca.gov/
<table>
<thead>
<tr>
<th>Name</th>
<th>Grades</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Collections</td>
<td>9-12</td>
<td>- English 9, 9 Honors, and 9 Transitional use the Grade 9 textbook  &lt;br&gt; - English 10 and 10 Transitional use the Grade 10 textbook  &lt;br&gt; - English 11 and 11 Transitional use the Grade 10 textbook  &lt;br&gt; - English 12 and 12 Transitional use the Grade 12 textbook</td>
</tr>
<tr>
<td>AP Classroom</td>
<td>9-12</td>
<td>- online platform where students can access free practice resources and instructional videos for every topic and skill that will be covered in their course and assessed on the AP Exam.</td>
</tr>
<tr>
<td>i-Ready</td>
<td>9-12</td>
<td>- beginning-of-year diagnostic determines proficiency in:  &lt;br&gt;   ○ Numbers and Operations  &lt;br&gt;   ○ Algebra and Algebraic Thinking  &lt;br&gt;   ○ Measurement and Data  &lt;br&gt;   ○ Geometry  &lt;br&gt; - students are reassessed in January or May to demonstrate improvement</td>
</tr>
</tbody>
</table>
## GRADE 9-12 APPROVED READING LIST

The following texts are board approved for whole-class and small group instruction in grades 9-12.

### GRADE 9 ELA

### GRADE 10 ELA
- *All Quiet on the Western Front*, *Antigone*, *Bless Me, Ultima*, *Cyrano de Bergerac*, *Great Expectations*, *Greek Myths*, *The Iliad*, *Julius Caesar*, *The Martian Chronicles*, *Medea*, *The Moon is Down*, *Night*, *The Odyssey*, *Old Man and the Sea*, *Our Town*, *A Separate Peace*, *A Tale of Two Cities*, *Things Fall Apart*

### GRADE 11 ELA

### GRADE 12 ELA
ELA ANALYSIS - GRADES 9-12

BUSD’s high school English department meets bi-annually at the English Task Force meetings and during the writing prompt window to collaborative assess student writing. Currently, there are discussions around core novels and common assessments.

**GRADE 9 ELA**

In ninth grade, there is a 7% decline of students “on track” from 21-22. This is higher than average scores on local assessments but lower than the percentage of students earning a C or better in English. The percentage of students at a C or better in English is nearly 90%.

**GRADE 10 ELA**

In tenth grade, the percentage of students “on track” has stayed consistent. There has been a slight but steady increase in students on track and percentage of students with a C or better has stayed steady at 84%. Local benchmark scores fell, however, going down 8%.

**GRADE 11 ELA**

In eleventh grade, there is a slight decline of 3% between 21-22 and 22-23 of students “on track,” but this number is still greater than 20-21 numbers. The percentage of students earning a C or better stays in the mid-80% level. Scores on local benchmarks, however, dropped 10%.
In twelfth grade, the percentage of students “on track” remains stable at 73%. Students earning a C or better in English also remains stable at near 90% for the past three years. The local assessments scores shows a significant decrease of 9%, down to an average score of 61.5%.

ELA ANALYSIS - GRADES 9-12

FINAL ANALYSIS - ELA

AREAS FOR IMPROVEMENT:

- District Subgroups in Red or Orange on CA Dashboard include Foster Youth, Students with Disabilities, English Learners, Hispanic, & SED; foster youth declined considerably.
- Reading Comprehension in Information Text and Narrative form continues to be an area for growth compared to other ELA Claims/Standards.

SUCCESS INDICATORS:

- District subgroups in Green or Blue on CA Dashboard include Asian, Two or More Races, Filipino, & White.

LOCAL CONTEXT:

- Immigrant English learner students are expected to be proficient in English Language Arts after one year and attendance concerns related to illness or Covid-19 regulations.

CONTINUED INVESTIGATION:

- Continuous discussions about local assessments and alignment to grade level standards on CAASPP Assessments.
A

-

G

REQUIREMENTS
CALIFORNIA A-G REQUIREMENTS

The Cal State University and University of California systems require that students complete at least 15 courses with a C or better in the areas listed below to be considered for admissions. Any course taken in excess of the minimum requirement may count towards the College Preparatory Elective requirement.

- **A - History/ Social Science**
- **B - English**
- **C - Mathematics**
- **D - Laboratory Science**
- **E - Language Other Than English**
- **F - Visual/Performing Arts**
- **G - College Prep Elective**

**YEARS REQUIRED/RECOMMENDED**

- A - History/ Social Science: 2 years
- B - English: 4 years
- C - Mathematics: 3 years
- D - Laboratory Science: 2 years
- E - Language Other Than English: 2 years
- F - Visual/Performing Arts: 1 year
- G - College Prep Elective: 1 year

**RECOMMENDED**
FOCUS ON MATH REQUIREMENTS

The following are state and college math requirements:

<table>
<thead>
<tr>
<th>Name</th>
<th>Required</th>
</tr>
</thead>
</table>
| **California Graduation Requirements**    | • at least two courses in mathematics in grades 9 to 12, inclusive.  
• one or a combination of courses must meet the rigor of the content standards of Algebra I.  
• requirement is met if a student completes a course in Algebra I prior to high school.  
• even if the algebra requirement is met, the student must still complete two years of math in grades 9-12. |
| **CSU System**                            | • 3 years of college prep math including or integrating topics covered in algebra, geometry, and intermediate algebra.  
• additional year of math recommended  
• 5 years required for Cal Poly San Luis Obispo                                                                                                     |
| **UC System**                             | • 3 years of college prep math that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.  
• geometry course or an integrated math course with a sufficient amount of geometry content  
• math courses taken in the seventh and eighth grades meet the requirement if the high school accepts them as equivalent to its own courses.  
• a fourth year of math is strongly recommended.                                                                                                  |

BUSD College Preparatory Subjects
(satisfying the UC “A-G” and CSU subject requirements)

Algebra, Geometry, Algebra 2, Trigonometry/Statistics,  
Intro to College Math, Pre-Calculus,  
SDAIE Algebra, SDAIE Geometry, SDAIE Algebra 2,  
AP Calculus AB, AP Calculus BC, AP Statistics

NOTE: UNDERLINED COURSES WILL BE ASSIGNED EXTRA HONORS CREDIT: A=5, B=4, C=3
THE BUSD MATH COLLABORATIVE

The High School Math Departments have worked over the last 6-7 years to create structures for collaboration in their Professional Learning Communities. These structures have been teacher-driven, where problems of practice are discussed, agreed upon, and then investigated through Plan, Do, Study, Act (PDSA) cycles of inquiry. The elements that have led to significant growth are consistent collaboration time and teacher buy-in. The structure encourages teachers to be vulnerable during PLC time as they practice their own growth mindset.

Ideas that have developed organically during this time include teaching Unit Zero on Growth Mindset, Rubric Grading, alternative forms of assessment, and grade level Google Classrooms. Creating, implementing, collecting data, and discussing that data on Common Formative Assessments guides future instruction and have been the catalyst for teachers discussing pedagogy and best practices for instruction in the classroom.

The Algebra 1 Team has been the most productive collaboratively due to a partnership with California EdPartners and the “Algebra Project.” The Math Collaborative plans to use this model to scale the work to Geometry and Algebra 2 in the future, as well as to bring the PLC process to the Middle Schools. Much of this work has already begun, but there is not enough data to determine effectiveness outside of Algebra 1. Math teachers are energized and passionate about the collaboration time and are anxious to continue the valuable work of the PLC.

Sample: Algebra 1 Fall 2023 Objectives

<table>
<thead>
<tr>
<th>Unit 0: Mathematical Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #1: Describe aspects of a mathematical mindset and provide evidence to support your opinion on the benefits or drawbacks of a mathematical mindset:</td>
</tr>
<tr>
<td>- Everyone can learn math to the highest levels</td>
</tr>
<tr>
<td>- Mistakes are valuable</td>
</tr>
<tr>
<td>- Questions are really important</td>
</tr>
<tr>
<td>- Math is about creativity and making sense</td>
</tr>
<tr>
<td>- Math is about connections and communicating</td>
</tr>
<tr>
<td>- Math class is about learning not performing</td>
</tr>
<tr>
<td>- Depth is more important than speed</td>
</tr>
<tr>
<td>Objective #2: Describe pattern growth (in words, visually, in tables, in graphs, using algebraic expressions) and use pattern growth to make conjectures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1: Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #1: Describe the key characteristics of a relation (is it a function, family, x-intercept, y-intercept, growth, symmetry, vertex, domain, and range)</td>
</tr>
<tr>
<td>Objective #2: Graph a function in f(x) form using a table</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Linear Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #1: Represent a linear function as a graph, table, equation, and situation.</td>
</tr>
<tr>
<td>Objective #2: Write the equation of a line given a description (slope and a point on the line, two points on the line, word problem, tile pattern)</td>
</tr>
<tr>
<td>Objective #3: Identify/Calculate/Interpret the slope, y-intercept, and x-intercept of a linear function given any representation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Simplify Expressions and Solve Equations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives #1: Rewrite (simplify) expressions by combining like terms, using Exponent Laws (including zero and negative exponents), and multiplying polynomials</td>
</tr>
<tr>
<td>Objectives #2: Solve a single variable equation: linear, quadratic (where quadratic term cancels), and absolute value</td>
</tr>
<tr>
<td>Objectives #3: Convert standard form of a line to slope-intercept form of a line</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6: Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives #1: Create a scatterplot and describe the association between two variables.</td>
</tr>
<tr>
<td>Objectives #2: Estimate the equation of the line of best fit for two variables and interpret the meaning of the y-intercept and slope.</td>
</tr>
<tr>
<td>Objectives #3: Calculate and interpret the residuals for a given set of data</td>
</tr>
</tbody>
</table>

from Greg Everhart, Math Collaborative Member and District Secondary Math Coach (TOSA)
ELA REQUIREMENTS

The following are state and college English requirements

<table>
<thead>
<tr>
<th>Name</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Graduation Requirements</td>
<td>• three yearlong courses in English</td>
</tr>
<tr>
<td>CSU System</td>
<td>• four years of approved courses</td>
</tr>
<tr>
<td></td>
<td>• no more than 1 year of advanced ELD</td>
</tr>
<tr>
<td></td>
<td>• advanced ELD may be substituted for the first year of the 4 years of English.</td>
</tr>
<tr>
<td>UC System</td>
<td>• four years of approved courses</td>
</tr>
<tr>
<td></td>
<td>• no more than 1 year of advanced ELD</td>
</tr>
<tr>
<td></td>
<td>• ELD cannot meet the senior year of English</td>
</tr>
</tbody>
</table>

BUSD College Preparatory Subjects
(satisfying the UC “A-G” and CSU subject requirements)

AP English Language and Composition; AP English Literature and Composition; College Prep English; Expository Reading and Writing Course (ERWC); English Language Development (ELD) 3; English Language Development (ELD) 4; English 10; English 10 Honors; English 10 Common Core (Apex Learning); English 10 Transitional; English 11; English 11 Honors; English 11 Transitional; English 12; English 12 Transitional; English 9; English 9 Honors; English 9 Common Core (Apex Learning); English 9 Transitional; English III (Apex Learning); English IV (Apex Learning)

NOTE: UNDERLINED COURSES WILL BE ASSIGNED EXTRA HONORS CREDIT: A=5, B=4, C=3
As students advance through the grades and master the standards in reading, writing, speaking and listening, and language, they exhibit, with increasing fullness and regularity, the following capabilities of the literate individual.

**They demonstrate independence.** Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**They build strong content knowledge.** Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

**They respond to the varying demands of audience, task, purpose, and discipline.** Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**They comprehend as well as critique.** Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

**They value evidence.** Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

**They use technology and digital media strategically and capably.** Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals.

**They come to understand other perspectives and cultures.** Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

from cde.ca.gov/finalelaccssstandards
A-G REQUIREMENTS ANALYSIS

The A-G requirements are requirements to enter Cal State University and University of California schools. Courses must be completed with a C or better for credit.

In all grade levels, there has been a regular decline of about 7% in the pass rates over the last three years. In 10th and 11th grades, scores have rebounded from lows in 21-22; however, in 9th and 12th grades, the pass rates continue to decline. Overall, the lowest pass rate is in 11th grade, which saw a decrease of 8% since the 19-20 school year. Pass rates remain highest in 12th grade, which has seen a slight decrease in pass rates but continues to be about the other grade levels at a 88.85%.

Scores in most subject areas remain steady, with pass rates remaining near 20-21 levels in English, math, history, foreign language, electives, lab science, and visual and performing arts. The overall pass rate stays around 85%. The highest pass rate is in electives, with 92.16% pass rate; the lowest pass rate is in 81.60% in math.

There have been slight decreases in pass rates in history, foreign language, lab science, and visual and performing arts classes.

Math and electives have seen small increases since 20-21 and English has remained consistent.
FINAL ANALYSIS - A-G REQUIREMENTS

A-G PROBLEM AREAS
The following have pass rates (C or Better) lower than 83%:
- 9th Grade Electives in 20-21 – 82.4%
- 10th Grade English in 22-23 – 82.36%
  21-22 – 82.08%
  20-21 – 81.54%
- 10th Grade Science 22-23 – 81.78%
  21-22 – 82.26%
- 11th Grade Science in 22-23 – 82.22%

BUSD’s SOLUTIONS
Summer school and APEX learning options are provided for students who need:

Credit Recovery - Remediation for students in grades 9-12 who received an F grade in a class required for graduation.

Grade Improvement - For students in grades 9-12 who received an D grade in a class required for graduation.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>22-23</th>
<th>21-22</th>
<th>20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL GRADES</td>
<td>81.60%</td>
<td>81.58%</td>
<td>80.44%</td>
</tr>
<tr>
<td>9th Grade</td>
<td>82.71%</td>
<td>82.13%</td>
<td>78.89%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>80.22%</td>
<td>79.92%</td>
<td>79.28%</td>
</tr>
<tr>
<td>11th Grade</td>
<td>78.81%</td>
<td>79.25%</td>
<td>79.72%</td>
</tr>
</tbody>
</table>