



Curriculum & Instruction

Wrapping Up the Year in ELA/ELD/SLA

2015-16 School Year

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As you know, in July 2014, the California Department of Education released the English Language Arts/English Language Development Framework. In January 2015, all elementary teachers were invited to participate in the Elementary ELD Committee, which met monthly until June 2015. The committee examined three important questions: As a district, where are we with ELD? Where do we want to be? What do we need to get there? Additionally, as part of the committee work, members participated in the E.L. Achieve symposium and visited Hoover Elementary in Redwood City to observe the Sobrato Early Academic Language model. The district also hosted a presentation on the E.L. Achieve program for teachers and administrators. In

June 2015, the Elementary ELD Committee drafted recommendations and presented them to the district.

At the beginning of this school year, district administrators met with Immersion teachers at Hatch to discuss needs related to curriculum and assessments. In January 2016, members of the Elementary ELD Committee attended the ELA/ELD Publishers' Fair at the San Mateo County Office of Education. A follow-up meeting was held at the district office in February. Additionally, several elementary teachers attended the California Association of Bilingual Educators conference in March, where they were able to examine various Spanish Language Arts materials. Furthermore, in March and April, the district hosted presentations from

Benchmark and McGraw Hill that highlighted Spanish Language Arts curricula. Since then, the district has also reached out to other publishers and received sample K-12 Spanish materials in an effort to align the program. Last month, the C&I newsletter advertised adoption committees, and both the Language Arts and ELD committees met together on May 10th. Teachers requested an additional meeting focused on Designated ELD materials, and this meeting was held May 19th. Various Designated ELD materials will be rotated at the elementary schools so all staff may have an opportunity to review them. The elementary Language Arts adoption will be discussed at a meeting on June 2 at 4:00PM at the interim Pilarcitos building. All are welcome.

Special points of interest:

- Brain Development and Healthy Eating
- Resources and information for upcoming adoptions and pilots

How Agricultural Education Impacts Health/Brain Development

The HEAL Project (THP) has brought gardening, health/nutrition, and environmental education to CUSD students for ten years. THP is an award-winning, local non-profit that strives to help kids understand the importance of growing and eating healthy, local foods.

The word "HEAL" in our name stands for Health, Environment and Agriculture through Learning. In partnership with San Mateo County Health Services and Cabrillo Unified School District (CUSD), THP offers field trips and camps to all schools in the

county at the San Mateo County School Farm; tastings of local, fresh produce at CUSD schools (El Granada, Hatch, Farallone View, Pilarcitos) and local organizations; and regular weekly classes to all second and third graders in Hatch and Farallone View.



Fruits provide a good source of energy, vitamins and minerals and vitamin C to support the immune system.



"Food is our body's fuel and building material!"

How Agricultural Education Impacts Health/Brain Development

Agricultural programs benefit brain development and overall health well beyond simply being outside, moving in a large space, and smelling fresh air. Agricultural activities present ever-changing stimuli for all five senses: students see all the different colors and shapes of their surroundings, they taste and smell the food they plant and harvest, they feel the soil in their hands, and get tuned into the many sounds of their environment. In a well-structured garden program like THP's, students observe, ask questions, and learn about earth science through exposure to a variety of plants, animals, and cycles. Their experience differs each time they are in the garden. "Not only is being outdoors pleasant, its richness and novelty stimulate brain development and function. Cognition is rooted in perception (Gleitman & Liberman, 1995)—"the outdoors is a prime source of perceptions." (Ericae.net, Rivkin M. 2000).

Agricultural education connects growing food to eating food for students in the program. Garden and farm programs bring the child into the equation of what food they grow and eat. The food is not a "dead" thing sitting on a shelf in a store but they have known that plant from a seed and want to experience the "fruit" of their labor after tending to it through its lifecycle. In THP's classrooms, students grow and taste plants without responses until all students have had a chance to taste and decide for themselves. We refer that pause as

"Don't yuck my yum." It is inspiring to witness how few students refuse to try greens when they have grown and harvested the plant themselves.

Most parents have heard that children's regular exposure to a variety of foods increases the likelihood of future consumption of those foods. Students who have graduated from THP's weekly curriculum tend to be open to eating a variety of healthy foods that they have grown themselves and/or tasted in class. And parents of students from the program tell us their children go home and share their new expertise in healthful eating with their families and even direct their parents toward buying more produce at the grocery store or Farmers' Market.

Giving children the highest quality material to build their brains and bodies makes for the healthiest adults. Food is our body's fuel and building material. Consuming a variety of fruits and vegetables is good for the human body, but nutrients in foods that have been shipped long distances and stored for days will have degraded from light, heat, air, and time. Consuming fresh food maximizes flavor as well as that food's micronutrients such as vitamins, minerals, antioxidants, and beneficial phytochemicals (plant chemicals). If you eat the highest quality and freshest produce, it tastes its best and your body and brain receive the greatest benefit. Not everyone has the ability to have his or her own garden so it is fortunate we live in an area where we have access to a variety

of fresh, local produce year-round.

Plant food sources provide extensive nutrients and benefits to keep our bodies healthy, eating a variety of them will give us the most benefit. Our liver utilizes many vitamins, minerals, and antioxidants from plants to help us filter, clean or detoxify our blood from daily pollutants that we breathe, eat and drink. The brain is a delicate organ and needs clean blood to function and grow well. The leafy greens and cabbage family such as kale, broccoli, cauliflower, cabbage, or Brussels sprouts are best at cleaning the blood. Fruits provide a good source of energy, vitamins and minerals and vitamin C to support the immune system. Blueberries have specific antioxidants that help with memory. Nuts and seeds provide B vitamins and omega fatty acids and good fats for brain growth. They are high in calories for energy and a good source of protein. The grains and most vegetables contain many essential B-vitamins that help maintain healthy brain function. All plants provide fiber to clean the gut and maintain healthy cholesterol levels. In total, this is why vegetables, fruit, and grains take up 75% of a healthy plate on Harvard's Healthy Eating Plate. (<http://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/>) Keeping plant sources and especially vegetables high in every child's diet is critically important for their health and brain development.

Providing agricultural educa-

How Agricultural Education Impacts Health/Brain Development

tion encourages a lifetime of healthy eating and a love for quality food. At THP, students enjoy learning while growing fresh produce, cooking what they grow, and eating what they cook! And we hear from parents that since being exposed to the program, their children have become adventurous and try new foods they were unwilling to try at home. To paraphrase THP's tag line, agricultural education helps to "Grow healthy kids from the ground up!"

To learn more about THP visit thehealproject.org

Melinda MacNaughton, MS, RD, RYT is a Registered Dietitian Nutritionist and Yoga Instructor. She works for The HEAL Project (THP) providing tastings at CUSD schools for an interactive food preparation project and discussion about the nutritional benefits of consuming fresh garden and local farm produce. In addition, she is the Garden and Nutrition Specialist at Wilkin-son School, in El Granada.

Amy Bono-Kruckewitt is the Executive Director of The HEAL Project. Amy has worked for twenty-five years in the fields of conservation and environmental education at U. C. Elkus Ranch and the San Francisco Zoological Gardens.



Lifetime healthy choices = to active learning!

Mathematics Update

To all our hard-working, dedicated elementary teachers out there, be assured we are working on your behalf to set up next year's pilot program. We have been collaborating with LaRita Williams, the new math coordinator at SMCOE, to outline the next steps our elementary schools need to take in the math adoption process and to investigate worthwhile programs we may wish to consider in this endeavor. Through Ms. Williams' guidance and experience, we have been able to surface salient points to address as we move forward to select a math pilot program for our district elementary schools:

- increase ELL math proficiency (2014-15 3% proficiency rate)
 - implement consistent data collection-reflection-response feedback loop
 - vertical alignment with CPM, adopted by Cunha and piloted at HMBHS
 - student-centered approach to learning; productive talk, critical thinking
 - district commitment to a scope and sequence
 - MAC/MARS /number talks embedded throughout units
 - continue to develop content knowledge/language goals within math units of study
 - build on instructional strategies for differentiation
- Ms. Williams has provided to us a list of all the Peninsula middle schools which have adopted CPM as their mathematics instructional program. Also on the list are the names of the math programs the elementary feeder schools are trying out and/or adopting for their math instruction. The list shows no consistency or pattern in choices.
- We began to contact Curriculum and Instruction directors and/or TOSAs in nearby districts to gather feedback on the programs in use in their classrooms. We consistently hear that this is not an easy year due to the newness of the programs, the shift in instructional practices, and the demands of the more rigorous content. Again, it would appear that

"We shall be using an Adoption Toolkit which will allow us to check off a program's adherence to the CA Common Core Content Standards, the CA Social Content Standards, and it must comply with the Williams Act."

Mathematics Update

there is no magic-bullet program in which teachers are fully satisfied. Over and over again we heard that there are quite a few programs available which are stickered for Common Core, but very few programs which are truly aligned to the Common Core.

As part of our due diligence, we have been in touch with the directors of CPM to inquire about their recommendations for a suitable math program to align with CPM's pedagogy. They responded back with two programs they would recommend: Eureka Math and Bridges. The latter math program was more highly touted than the former. Neither program is on the State Board of Education's 2014 Math Adoption List.

Our inquiries to the California SBE brought back details to help inform our piloting steps should we decide to investigate materials not on the official 2014 SBE Math Adoption List. The representative from CDE SBE was adamant that the California Adoption List is strictly *advisory*. Regardless of whether or not

the program we are trying out is on the Adoption List or not, we shall be using an Adoption Toolkit which will allow us to check off a program's adherence to the CA Common Core Content Standards, the CA Social Content Standards, and it must comply with the Williams Act.

In an effort to allow interested parties the ability to get a preview of the aforementioned Bridges publication, we have established a district account for you to gain access to the philosophy and content of this program. At this link you will register for your own username and password. <https://bridges.mathlearningcenter.org/user/register/?accountcode=cabri74713> Once you're in the Bridges Educator Site click Curriculum to preview Teacher and Student materials.

The link above should be freely shared with anyone within our school or district that is involved in the evaluation process who wishes to create their own preview account.

Once you have created your account you can return to the Bridges Educator Site

at <http://bridges.mathlearningcenter.org> and just enter your username and password.

USER AGREEMENT

By accessing the site you agree to the following:

- Materials may be viewed and downloaded solely for the purpose of evaluating the curriculum. Any other use without permission will be considered a violation of copyright law.

- Access is granted for a period of 90 days.(August 4 is our expiration date)

Extensions may be requested if more time is needed to complete a formal review process related to purchasing decisions.

Regardless of timeframe, access is at the discretion of The Math Learning Center and may be revoked at any time.

We will provide you with more information as it comes in.

PLEASE let Amy (rhodesa@cabrillo.k12.ca.us) or Lyn (kelleyl@cabrillo.k12.ca.us) know if you wish to participate on the math adoption committee.

A Word from the Desk of Sandra Jewett, Ed.D.

Dear Esteemed Colleagues,

As many of you know, long commutes make for longer days...and after thoughtful reflection, I have decided to take a different position closer to home.

I want to thank you for a most memorable year. I have enjoyed attending a number of functions, supporting your classrooms, meeting our families and students, and working hand-in-hand with a most awesome district and site staff. I have no doubt that your love and dedication to our vocation, will continue to reap many benefits in the lives of our students.

On a separate note, as you know, the Cabrillo Education Foundation is committed to supporting our district with our various goals. As an example, with their support, our district will be hosting a Teacher's College Homegrown Reading Summer Institute and they will be purchasing "just right books" for your classrooms. If you would like to attend or receive additional information, please contact Lyn Kelly, Amy Rhodes or Maggie Van Horbek!

Enjoy your summer! May it be one of rejuvenation and joy!

Until our paths cross again, I remain,

Sincerely,

Sandra

