

FULLERTON SCHOOL DISTRICT

Educational Services



Guidelines for Allocation of Instructional Minutes

Revised August 2005

Fullerton School District

Guidelines for Allocation of Instructional Minutes

The Fullerton School District utilizes state adopted standards-based curriculum in all content areas at all grade levels. This curriculum reflects a continuum of skills and concepts organized by content or subject area. Within each grade level content area, specific key grade level expectations are identified which reflect the critical learnings forming the foundation for continued academic success. These critical learnings are assessed and results analyzed each trimester or quarter through the Fullerton School District Benchmark Assessment process. Benchmark Assessments measure student progress, according to District pacing guides, at regular intervals throughout the school year. Benchmark testing is one aspect of the larger system of Multiple Measures which includes all of the STAR testing in addition to other assessments of student performance.

This document, *Guidelines for Allocation of Instructional Minutes*, is based on The California Department of Education Content Area Frameworks and the California Education Code sections related to instructional minutes. The accompanying pages note the required *minimum* allocation of instructional minutes. The California Department of Education has established specific minimum allocations in the areas of English Language Arts and Mathematics, with the stipulation that additional instructional time will be devoted as needed for students performing below grade level. This flexibility allows teachers and administrators to set the guidelines for instructional time that best meet the needs of the students they serve.

The California Department of Education and Fullerton School District strongly advocate the integration of English Language Arts and Mathematics into the teaching of content areas such as Science, History/Social Science, Health, and the Visual and Performing Arts. This integration offers a wealth of learning opportunities for all students and enriches the educational experiences they encounter in our schools.

It is the responsibility of each teacher and administrator to ensure that all students have access to the district's core curriculum in all content areas. Through the use of formative and summative assessment, teachers and administrators measure student progress regularly, set goals accordingly, and allocate resources based on established goals and benchmarks.

Students with special needs are guaranteed modifications to ensure their success in accessing the core curriculum. The Individual Learning Plan (IEP) serves to guide the program of the special education student. Limited English Proficient (LEP) students are required by law to participate in daily English Language Development (ELD) instruction above and beyond the English Language Arts instruction in the classroom. The goal for each LEP student is to acquire English language fluency to function successfully in the regular classroom as a Fluent English Proficient (FEP) student, with achievement comparable to English only (EO) students in all content areas.

The purposeful and deliberate allocation of instructional minutes allows teachers to meet the needs of all students. The flexibility built into the allocation of instructional minutes also allows teachers to creatively organize time for such activities as hands-on science investigations or the integration of visual/performing arts into a history unit. Continuous learning opportunities that are relevant and meaningful will offer students rich and varied opportunities for success.

Fullerton School District
Required Minimum Allocation of Instructional Minutes
 Grades: Kindergarten

<i>Content Area / Activity</i>	<i>Daily Minutes</i>	<i>Total Weekly Minutes</i>
English Language Arts	60	300
English Language Development (English Learners only)	30	150
Mathematics	50 - 60	250 - 300
Science / Health / Nutrition	Integrated as noted below	
History / Social Science	Integrated as noted below	
Visual and Performing Arts	All the Arts for All the Kids & integrated as noted below	
Physical Education		100*

English Language Arts: According to the CDE Framework, recommended instructional minutes may include integrated lessons in Science and/or History Social Science. Instructional programs for English learners should be planned according to the students' assessed levels of literacy. ELD Support Materials are used in addition and connected to basic instruction in the regular English Language Arts program.

Mathematics: Beyond the required 50 - 60 minutes allocated each day to Mathematics instruction, the CDE Framework states that *additional instructional time* will be allocated for students who are performing substantially below grade level in Mathematics.

Science: According to the CDE Framework, Science instruction can be integrated into English Language Arts and/or Mathematics instructional minutes. A recommended number of instructional minutes is not specified.

History Social Science: The CDE Framework promotes an integrated and correlated approach to teaching History Social Science. A recommended number of instructional minutes is not specified.

Health: The CDE Framework quotes several national research studies that suggest that students receiving one and a half hours of health instruction per week demonstrate significant changes in health and attitudes about health. The framework does not recommend a specific number of minutes, but encourages that adequate amounts of time be allocated for health instruction.

Visual and Performing Arts: The California Ed Code does not specify the number of minutes of instruction required, although it does require schools to provide instruction in the arts for all students. The CDE Framework promotes the integration of the arts to shape student's abilities to

think, observe, create, imagine, organize, assess critically, and respond to all content areas and to the world around them.

Physical Education: According to the California Ed. Code, all children shall have access to a high-quality, comprehensive, and developmentally appropriate Physical Education program for not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.

* Though California Ed. Code does not address Physical Education requirements for Kindergarten, Fullerton School District applies the Elementary School requirements to Physical Education for Kindergarten students.

Fullerton School District
Required Minimum Allocation of Instructional Minutes
 Grades: First - Third Grade

<i>Content Area / Activity</i>	<i>Daily Minutes</i>	<i>Total Weekly Minutes</i>
English Language Arts	150	750
English Language Development (English Learners only)	30	150
Mathematics	50 - 60	250 - 300
Science / Health / Nutrition	Integrated as noted below	
History / Social Science	Integrated as noted below	
Visual and Performing Arts	All the Arts for All the Kids, and Integrated as noted below	
Physical Education		100

English Language Arts: According to the CDE Framework, recommended instructional minutes may include integrated lessons in Science and/or History Social Science. Instructional programs for English learners should be planned according to the students' assessed levels of literacy. ELD Support Materials are used in addition and connected to basic instruction in the regular English Language Arts program.

Mathematics: Beyond the required 50 - 60 minutes allocated each day to Mathematics instruction, the CDE Framework states that *additional instructional time* will be allocated for students who are performing substantially below grade level in Mathematics.

Science: According to the CDE Framework, Science instruction can be integrated into English Language Arts and/or Mathematics instructional minutes. A recommended number of instructional minutes is not specified.

History Social Science: The CDE Framework promotes an integrated and correlated approach to teaching History Social Science. A recommended number of instructional minutes is not specified.

Health: The CDE Framework quotes several national research studies that suggest that students receiving one and a half hours of health instruction per week demonstrate significant changes in health and attitudes about health. The framework does not recommend a specific number of minutes, but encourages that adequate amounts of time be allocated for health instruction.

Visual and Performing Arts: The California Ed Code does not specify the number of minutes of instruction required, although it does require schools to provide instruction in the arts for all students. The CDE Framework promotes the integration of the arts to shape student's abilities to

think, observe, create, imagine, organize, assess critically, and respond to all content areas and to the world around them.

Physical Education: According to the California Ed. Code, all children shall have access to a high-quality, comprehensive, and developmentally appropriate Physical Education program for not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.

Fullerton School District
Required Minimum Allocation of Instructional Minutes
 Grades: Fourth - Sixth Grade

<i>Content Area / Activity</i>	<i>Daily Minutes</i>	<i>Total Weekly Minutes</i>
English Language Arts	120	600
English Language Development (English Learners only)	30	150
Mathematics	50 - 60	250 - 300
Science / Health / Nutrition	Integrated as noted below	150*
History / Social Science	Integrated as noted below	150*
Visual and Performing Arts	All the Arts for All the Kids and Integrated as noted below 100*	
Physical Education		100

English Language Arts: According to the CDE Framework, recommended instructional minutes may include integrated lessons in Science and/or History Social Science. Instructional programs for English learners should be planned according to the students' assessed levels of literacy. ELD Support Materials are used in addition and connected to basic instruction in the regular English Language Arts program.

Mathematics: Beyond the required 50 - 60 minutes allocated each day to Mathematics instruction, the CDE Framework states that *additional instructional time* will be allocated for students who are performing substantially below grade level in Mathematics.

Science: According to the CDE Framework, Science instruction can be integrated into English Language Arts and/or Mathematics instructional minutes. A recommended number of instructional minutes is not specified.

History Social Science: The CDE Framework promotes an integrated and correlated approach to teaching History Social Science. A recommended number of instructional minutes is not specified.

Health: The CDE Framework quotes several national research studies that suggest that students receiving one and a half hours of health instruction per week demonstrate significant changes in health and attitudes about health. The framework does not recommend a specific number of minutes, but encourages that adequate amounts of time be allocated for health instruction.

Visual and Performing Arts: The California Ed Code does not specify the number of minutes of instruction required, although it does require schools to provide instruction in the arts for all

students. The CDE Framework promotes the integration of the arts to shape students' abilities to think, observe, create, imagine, organize, assess critically, and respond to all content areas and to the world around them.

Physical Education: According to the California Ed. Code, all children shall have access to a high-quality, comprehensive, and developmentally appropriate Physical Education program for not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.

* Weekly Instructional Minutes noted for the content areas of Science, History/Social Science, and Visual and Performing Arts are the expectation for the Fullerton School District. These content areas may include integration of standards from both English Language Arts and Mathematics.

Fullerton School District
Required Minimum Allocation of Instructional Minutes
 Seventh and Eighth Grade

The following table details the required allocation of instructional minutes for Junior High School Students as described in the California Department of Education Content Area Frameworks and the California Education Code.

<i>Content Area / Activity</i>	<i>Actual Scheduled Time</i>	<i>State Suggested:</i>	
		<i>Minimum Daily Minutes</i>	<i>Weekly Minutes</i>
English Language Arts	One Period (Two Periods Recommended by FSD)	120	600
		(English Classes utilize approximately 40 - 50 minutes per day. Additional ELA minutes are integrated into Science/Health, History/Social Science and other required and elective classes.)	
English Language Development	One Period (One Period Recommended by FSD for English Learners, especially those at the beginning and early intermediate levels)	30	150
Mathematics	One Period	50 - 60	250 - 300
		(Mathematics Classes utilize approximately 40 - 50 minutes per day. Additional Mathematics minutes are integrated into Science and other required and elective classes.)	
Science / Health / Nutrition	One Period	(English Language Arts and Mathematics Standards integrated as appropriate)	
History / Social Science	One Period	(English Language Arts and Mathematics Standards integrated as appropriate)	
Physical Education	One Period		200
		(English Language Arts and Mathematics Standards integrated as appropriate)	
Electives	One Period		

What Does the California Department of Education Say About Instructional Minutes?

Specific wording from the California Department of Education Content Area Frameworks and Ed. Code Sections relating to instructional minutes follows:

English Language Arts: According to the CDE Framework: two hours of instructional time are allocated to English Language Arts instruction daily through core instructional periods or within a self-contained classroom. Programs for English learners should be planned according to the

students' assessed levels of literacy. ELD Support Materials are used in addition and connected to basic instruction in the regular English Language Arts program.

Mathematics: Beyond the required 50 - 60 minutes allocated each day to Mathematics instruction, the CDE Framework states that *additional instructional time* will be allocated for students who are performing substantially below grade level in Mathematics.

Science: According to the CDE Framework, Science instruction will be integrated within English Language Arts and/or Mathematics instructional minutes. Science teachers should incorporate English Language Arts and Mathematics content standards into Science instruction.

History Social Science: According to the CDE Framework, the teacher is expected to integrate the teaching of History with other humanities and the social science disciplines. The teacher is also expected to work with teachers from other fields, such as the language arts, in order to achieve correlation across subjects.

Health: The CDE Framework quotes several national research studies that suggest that students receiving one and a half hours of health instruction per week demonstrate significant changes in health and attitudes about health. The framework does not recommend a specific number of minutes, but encourages that adequate amounts of time be allocated for health instruction.

Physical Education: According to the California Ed. Code, all children shall have access to a high quality, comprehensive, and developmentally appropriate Physical Education program for not less than 400 minutes each 10 school days, exclusive of recesses and the lunch period.