



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 10.1h

**Meeting Date:** June 5, 2014

**Subject:** California Common Core State Standards Implementation Funds Expenditure Plan

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

**Department:** Academic Office/Curriculum & Instruction

**Recommendation:** Approve Submission of the California Common Core State Standards Implementation Funds Expenditure Plan

**Background/Rationale:** To support the implementation of the Common Core State Standards (CCSS), the state of California has appropriated each school district an allocation of one-time funds to be expended by June 30, 2015. This significant contribution is targeted to support each district's charge of preparing students for college and career by continuing to move forward with the adoption of the CCSS. More specifically, this allocation is earmarked to support three critical areas: professional learning, instructional materials, and technology.

These funds will elevate and strengthen the quality of instruction and student learning via the implementation of the CCSS in SCUUSD. To determine how to best expend the funds, the district engaged with a broad-based coalition of its stakeholders (UPE, SCTA, SEIU, Parent Advisory Groups). Their recommendations shaped the development of the plan.

As a condition of receiving the CCSS implementation funds, districts are required to develop and adopt a plan delineating how these funds will be expended. The plan must be explained in a public meeting of the Board of Education, and adopted by the Board.

**Financial Considerations:** The California Common Core State Standards Funding Implementation Plan represents \$8,810,400 in categorical funds for Sacramento City Unified School District and three charters (New Technology High, The MET, and Bowling Green Elementary) to be used to support the implementation of the Common Core State Standards.

**Documents Attached:**

1. CCSS Implementation Funds Expenditure Plan

**Estimated Time of Presentation:**

**Submitted by:** Olivine Roberts, Ed.D., Chief Academic Officer

**Approved by:** Sara Noguchi, Ed.D., Interim Superintendent



# **Common Core State Standards Implementation Funds Expenditure Plan**

**October 2013 – June 2015**

## Sacramento City Unified School District

### Common Core State Standards (CCSS) Implementation Funds - Expenditure Plan

#### Allocation Amount:

- SCUSD - \$8,524,600
- New Technology High - \$60,800
- The MET - \$62,600
- Bowling Green Elementary - \$162,400

**Total - \$8,810,400**

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
<b>PROFESSIONAL LEARNING</b>	<b>District Professional Learning:</b> Teacher Leadership Teams	To address the demands inherent within the CCSS, teachers must engage in extensive professional learning that fosters a culture of collaboration, deeper understanding of subject matter knowledge, strengthens understanding of the instructional shifts need to improve student learning, as well as engage in reflective practice.	<b>\$840,000</b> <ul style="list-style-type: none"> <li>○ \$590,000 (ELA)</li> <li>○ \$250,000 (Math)</li> </ul>	<ul style="list-style-type: none"> <li>• District develops ELA and mathematics CCSS professional learning modules designed to address the math practices/ELA descriptors, instructional shifts, and content standards</li> <li>• Principal establishes two teams (ELA and mathematics) of teacher leaders - Secondary ELA team may include science, social sciences, and/or Career Technical Education teachers</li> <li>• Team members attend four (October, December/January, March, and May/June) district convenings</li> <li>• Team members utilize two site-based release days for</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations of professional learning sessions</li> <li>• Teacher feedback and reflections</li> <li>• Classroom observations</li> <li>• Instructional plans (lessons, units)</li> <li>• Student work samples</li> </ul>	June 2014
	<ul style="list-style-type: none"> <li>• ELA CCSS (Gr. K-12)</li> <li>• Mathematics CCSS (Gr. 9-12)</li> </ul>					

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
PROFESSIONAL LEARNING				continued learning <ul style="list-style-type: none"> <li>Principal and team members build the capacity of other teachers by facilitating on-site professional learning sessions</li> </ul>		
	<b>District Professional Learning:</b> Instructional Aides	Instructional aides play a critical role in supporting students in the classroom. With the increased academic demands resulting from implementation of the CCSS, instructional aides require additional knowledge, skills, and strategies to be effective.	<b>\$60,000</b>	<ul style="list-style-type: none"> <li>District develops ELA and math CCSS professional learning modules designed to address the math practices/ELA descriptors, instructional shifts, and content standards, and targeted to address the role of the instructional aide</li> <li>Instructional aides attend four after-school sessions (2 hours each)</li> <li>Instructional aides implement strategies learned in professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations of professional learning sessions</li> <li>Instructional aide feedback and reflections</li> <li>Classroom observations</li> </ul>	June 2014
	<b>On-Site Collaboration</b> One Release Day OR Six (6) Hours of CCSS Collaborative Learning Time per Year	The CCSS requires that teachers collaborate as thought partners. Hence, time must be provided for teachers to work together, build shared knowledge, design instructional plans or assessment tasks, examine student work, and engage in reflective practice. In addition, designated time for teachers and instructional aides to learn side-by-side	<b>\$2,100,000</b> <ul style="list-style-type: none"> <li>\$2,000,000 (Teachers)</li> <li>\$100,000 (Instructional Aides)</li> </ul>	<ul style="list-style-type: none"> <li>District designs a CCSS needs-assessment instrument</li> <li>Teachers and instructional aides complete the CCSS needs-assessment and analyze patterns</li> <li>Teachers select teams (grade level, grade band, department, etc.) and create a professional learning action plan which includes area of focus, meeting dates, and actions to be taken during the 6-hour CCSS Collaborative Learning Time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/instructional aide feedback and reflections</li> <li>Student work samples</li> <li>Instructional plans (lessons, units)</li> <li>Classroom observations</li> </ul>	June 2015

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
PROFESSIONAL LEARNING		must be provided as a means of fostering greater coherence and effectiveness of instructional delivery.		<ul style="list-style-type: none"> <li>• Instructional aides engage with teachers to determine areas of focus</li> <li>• Principal approves professional learning action plan. If plan is not approved, rationale is provided</li> <li>• Teachers and instructional aides engage in a release day or 6-hour CCSS Collaborative Learning Time and collect documentation including: meeting agendas, sign-in sheets, notes, and products resulting from the collaboration (e.g. lessons/unit plans, tasks, student work samples, etc.)</li> </ul>		
INSTRUCTIONAL MATERIALS	<b>Math Adoption</b> <ul style="list-style-type: none"> <li>○ Gr. K-6</li> <li>○ Gr. 7-8</li> <li>○ Integrated Math-I</li> </ul>	The district's current mathematics instructional materials were adopted in 2009 and are not aligned to the CCSS. To meet the demands of the standards, teachers and students need aligned, high quality mathematics instructional materials, both in print and digital media.	<b>\$4,590,500</b> <ul style="list-style-type: none"> <li>○ \$2,909,500 (Gr. K-6)</li> <li>○ \$999,000 (Gr. 7-8)</li> <li>○ \$682,000 (Integrated Math-I)</li> </ul>	<ul style="list-style-type: none"> <li>• SCTA and principals identify members to serve on the instructional materials adoption committee</li> <li>• District convenes committees of teachers to review instructional materials and make recommendations for adoption</li> <li>• Committees use Publishers' Criteria to review and analyze the instructional materials on the state approved list</li> <li>• Materials are placed on display for public review</li> <li>• Committees recommend a</li> </ul>	<ul style="list-style-type: none"> <li>• Publishers' Criteria</li> <li>• Stakeholder reflection and feedback</li> <li>• Satisfaction and usage survey</li> </ul>	June 2014

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
INSTRUCTIONAL MATERIALS				singular adoption to the Superintendent <ul style="list-style-type: none"> <li>Superintendent seeks Board approval of instructional materials for implementation in the 2014-15 school year</li> </ul>		
	<b>ELA Supplemental Materials</b>	The district's current ELA instructional materials were adopted in 2002 and are not aligned to the CCSS. Although the state is not adopting ELA instructional materials this year, to meet the demands of the standards, supplemental materials are needed to augment existing resources.	<b>\$975,000</b>	<ul style="list-style-type: none"> <li>SCTA and principals identify members to serve on the supplemental instructional materials selection committee</li> <li>District convenes committees of teachers to review supplemental instructional materials and make recommendations</li> <li>Committees use Publishers' Criteria to review and analyze supplemental resources on the state approved list</li> <li>Materials are placed on display for public review</li> <li>Committees recommend supplemental materials for implementation in the 2014-15 school year</li> </ul>	<ul style="list-style-type: none"> <li>Publishers' Criteria</li> <li>Stakeholder reflections and feedback</li> <li>Satisfaction and usage survey</li> </ul>	June 2014
	<b>Smarter Balanced Assessments</b> <ul style="list-style-type: none"> <li>Gr. 3-8 &amp; 11 (23,670 Students)</li> <li>Mathematics &amp; ELA</li> </ul>	The adoption of Assembly Bill 484 halting the implementation of the ELA and mathematics CSTs and the state's administration of the SBAC field test in 2013-2014 provide an ideal	<b>\$244,900</b>	<ul style="list-style-type: none"> <li>District assesses technology infrastructure and staff capacity</li> <li>Schools receive additional computers</li> <li>District offers professional learning sessions on the administration of the new</li> </ul>	<ul style="list-style-type: none"> <li>Principal and teacher feedback</li> <li>Technology readiness data</li> <li>SBAC assessment results</li> </ul>	June 2014

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
INSTRUCTIONAL MATERIALS		opportunity for the district to administer the SBAC. This field test will produce quality data pertaining to the district's technology infrastructure and academic program that informs the district's readiness to successfully administer the new assessments in 2014-2015.		assessments <ul style="list-style-type: none"> <li>• New assessments administered in spring of 2014</li> <li>• Teachers, students, district and site leaders provide reflections and feedback on assessment administration</li> <li>• Feedback and other data analyzed and adjustments made for the 2014-2015 assessment administration</li> </ul>		