SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item #__12.1__

Meeting Date: October 3, 2013

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

Division: Academic Office

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 SCUSD. 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. Executive Summary
2. CCSS Implementation Funds Expenditure Plan
3. CCSS Needs Assessment
4. Action Planning Template

Estimated Time of Presentation: 15 minutes
Submitted by: Olivine Roberts, Chief Academic Officer
Approved by: Jonathan P. Raymond, Superintendent

Board of Education Executive Summary

Academic Office

California Common Core State Standards Implementation Funds Expenditure Plan
October 3, 2013

I. Overview of California Common Core State Standards (CCSS) Funding Program

The state of California recognizes that the implementation of the Common Core State Standards (CCSS) is both a great opportunity and a tremendous challenge of "heavy lifting" and that this mission cannot be achieved with just district resources. Hence, to ensure districts have the means to support a quality implementation, the state has appropriated to 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 transform student learning via the implementation of the CCSS in SCUSD. 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). Ensuring each group had a voice in the process, the district used a two-pronged engagement approach. Meaning, it met separately with each group to seek recommendations and then collectively to review all recommendations and develop the plan.

II. Driving Governance

At the heartbeat of Pillar One of the district's Strategic Plan 2010-14 is the charge to prepare our students for college-career readiness. In 2010, this clarion call required the district to examine its current status and practice. For this reason, the district chose to move forward with the adoption of the Common Core State Standards, which are designed to prepare students for success beyond high school. To date, the district continues its transition to implementing the CCSS and is transforming teaching and learning.

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

III. Budget

This expenditure plan reflects the allocation awarded to the district plus three of its four dependent charter schools. The total of **$8,810,400** is outlined as follows:

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

Area of Focus	Dollar Amount
Professional Learning	**$3,000,000**
• Gr. K-12 ELA Teacher Leadership Teams	$590,000
• Gr. 9 -12 Math Teacher Leadership Teams	$250,000
• Instructional Aides	$60,000
• One Release Day or Six (6) Hours of Common Core Collaborative Learning Time per Year (2013-14 & 2014-15) - for Teachers	$2,000,000
• Six (6) Hours of Common Core Collaborative Learning Time per Year (2013-14 & 2014-15) - for Instructional Aides	$100,000
Instructional Materials	**$5,810,400**
• Gr. K-6 Math - $115/Student - (25,300 Students)	$2,909,500
• Gr. 7-8 Math - $150/Student - (6,660 Students)	$999,000
• Integrated Math I - $220/Student - (3,100 Students)	$682,000
• Gr. K-12 ELA Supplemental	$975,000
• Smarter Balanced Assessment Consortium (SBAC) Pilot (2013-14) ▪ Gr. 3-8 & 11 (23,670 Students) ▪ English Language Arts (ELA) & Mathematics	$244,900

George Washington Carver has elected to submit its own plan ($55,200) to the Board of Education.

IV. Goals, Objectives and Measures

The district is fully committed to promoting a culture of college and career readiness. Its goal is to empower and engage school-based staffs in strengthening their understanding of the CCSS as a means of yielding high levels of student learning. The district commits to utilizing these state funds to provide an infrastructure of support based on research, reform initiatives, and exemplary practices. This includes quality professional learning that is continuous and fosters a deepening of subject matter knowledge and a greater understanding of learning for improving classroom practice and student learning, as well as customized, targeted support including coaching to continuously reflect upon and improve practice. Standards-aligned instructional materials, comprised of a blended model of print and digital media, are embedded within the infrastructure of support.

Using multiple measures, the district will assess the quality and effectiveness of the CCSS funding implementation plan. The quality of the professional learning and the fidelity of implementation of the instructional materials will be determined via perception data through surveys, evaluations of professional learning, observations of instruction in the classroom, and examination of student work. All results will be used to inform programmatic and systematic changes.

V. Major Initiatives

As noted earlier, the CCSS implementation funds can only be used to address professional learning, instructional materials, and technology. SCUSD, in collaboration with its stakeholders (UPE, SCTA, SEIU, and Parent Advisory Groups), has earmarked the funds to support professional learning, and instructional materials for mathematics, English Language Arts (ELA) and the pilot of the Smarter Balanced Assessment Consortium (SBAC) assessments.

- **Professional Learning**
  The district is committed to providing on-going professional learning opportunities for both teachers and instructional aides utilizing a collaborative inquiry-based methodology, job-embedded coaching, teacher collaboration, and electronic resources. Building on the foundation that has been laid, the professional learning will center on the three key components of the CCSS, which are the practices or college/career-ready descriptors, instructional shifts, and content. Due to limited financial resources, two (ELA and mathematics) leadership teams of teachers from each school will participate in a six-part series of professional learning, of which four (October, December/January,

March, and May/June) are district-level convenings, and two (November and February) are site-based. Instructional aides will participate in eight (8) hours of on-going professional learning after-school sessions. During this time, as a community of practice, both teachers and instructional aides will not only enhance their own learning, but in collaboration with principals, assist in building the capacity of all colleagues at their respective school sites.

In addition, funds are reserved for the purpose of providing all teachers and instructional aides the opportunity to collaborate with their colleagues on-site and further address local concerns during a release day OR six (6) hours of CCSS Collaborative Learning Time for both years (2013-14 & 2014-15). Using a needs assessment, schools will identify their areas of strength and growth. From there, teachers and instructional aides will develop an action plan addressing the identified areas of growth. This designated period will afford both teachers and instructional aides the time to learn more about the standards (practices/descriptors, instructional shifts, and content), design lessons, examine student work, or address implications for teaching and learning.

- **Instructional Materials**
  The district's current ELA and mathematics instructional materials are not aligned to the CCSS. Due to the state's fiscal climate, there has been a state moratorium on the adoption of instructional materials. The California Department of Education (CDE) has announced that there will be a mathematics textbook adoption in March 2014. Currently, the CDE is engaged in its adoption process and is expected to make recommendations to the State Board of Education in January/February. Upon the completion of this process, districts across the state will have the opportunity to engage in an adoption of mathematics instructional materials for grades K-9. SCUSD will convene a committee of teachers per grade level to review and analyze the submissions on the CDE's approved list and make recommendations. The committees will use the comprehensive and robust Publishers' Criteria, which are endorsed by the authors of the CCSS for use when evaluating alignment of instructional materials. Teachers, principals, and parents will have the opportunity to review this list and provide feedback. The Board of Education will approve a singular textbook series for grades K-8 and one for Integrated Math-I. Being good stewards of the funds, if an aligned textbook series cannot be found, the district will use the allocated funds to provide schools with supplementary mathematics instructional materials to augment the current adopted series.

CDE's adoption process for ELA will take place in 2016. Hence, in addition to mathematics, funds are targeted to acquire ELA supplementary materials that will augment the current ELA textbook resources. Similar comprehensive and robust criteria will be used to review and analyze ELA supplemental instructional materials approved by CDE.

- **Early Administration (Field Test) of the SBAC Assessments**
  The adoption of Assembly Bill (AB) 484 will halt the implementation of the CST, but will provide a unique opportunity for districts to participate in an early administration of the Smarter Balanced Assessment Consortium (SBAC). As a result, in April/May 2014, students in grades 3-8 and 11 will participate in the field test of both the ELA and mathematics online assessments.

Technology is a vital element of a quality CCSS implementation. To support this key element, the district will use bond funds to strengthen the district's technology infrastructure, purchase hardware needed for the SBAC administration, as well as provide the supports necessary to ensure a quality implementation.

VI. Results

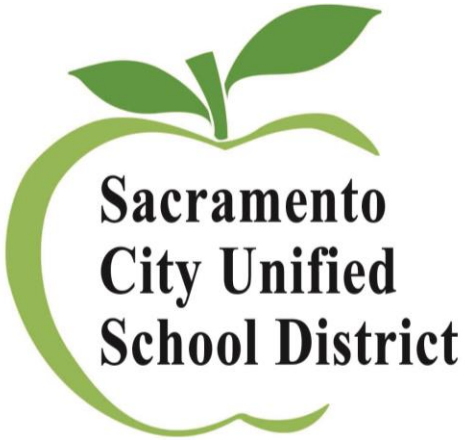
Once the plan is implemented, multiple measures as noted in the Goals section above will be used to assess its impact.

- The quality of the professional learning and the fidelity of implementation of the instructional materials should yield an increase in both teachers' and students' understanding of the CCSS. Additionally, due to the release day or CCSS collaborative learning time being provided, all teachers will engage in the learning of the standards.
- The implementation of the instructional materials for mathematics and ELA supplemental materials will yield greater opportunities for teachers to design and deliver CCSS-aligned lessons to students
- Early administration of the SBAC assessments to students in grades 3-8 and 11 will provide valuable data regarding the district's technology readiness and curricular/instructional program. It will also provide students an opportunity to experience the new assessment in a "no stakes" environment.

All results will be used to inform programmatic and systematic changes as the district moves forward with the implementation of the CCSS.

VII. Lessons Learned/Next Steps

- Provide professional learning for teachers and instructional aides that will deepen their ability to provide integrated instruction of the ELA and mathematics CCSS
- Share needs assessment and action planning tool with administrators and teachers
- Convene grade-level teams (grades K- 9) to engage in the process of the review and adoption of instructional materials for mathematics
- Seek Board approval of recommended instructional materials for mathematics
- Use both SBAC anecdotal and quantitative data to revise and amend the district's technology readiness plan as well as its instructional program



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
PROFESSIONAL LEARNING	**District Professional Learning:** Teacher Leadership Teams • ELA CCSS (Gr. K-12) • Mathematics CCSS (Gr. 9-12)	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.	**$840,000** ○ $590,000 (ELA) ○ $250,000 (Math)	• District develops ELA and mathematics CCSS professional learning modules designed to address the math practices/ELA descriptors, instructional shifts, and content standards • Principal establishes two teams (ELA and mathematics) of teacher leaders - Secondary ELA team may include science, social sciences, and/or Career Technical Education teachers • Team members attend four (October, December/January, March, and May/June) district convenings • Team members utilize two site-based release days for	• Evaluations of professional learning sessions • Teacher feedback and reflections • Classroom observations • Instructional plans (lessons, units) • Student work samples	June 2014

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
PROFESSIONAL LEARNING				continued learning • Principal and team members build the capacity of other teachers by facilitating on-site professional learning sessions		
	District Professional Learning: 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.	**$60,000**	• 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 • Instructional aides attend four after-school sessions (2 hours each) • Instructional aides implement strategies learned in professional learning	• Evaluations of professional learning sessions • Instructional aide feedback and reflections • Classroom observations	June 2014
	On-Site Collaboration 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	**$2,100,000** ○ $2,000,000 (Teachers) ○ $100,000 (Instructional Aides)	• District designs a CCSS needs-assessment instrument • Teachers and instructional aides complete the CCSS needs-assessment and analyze patterns • 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	• Teacher/instructional aide feedback and reflections • Student work samples • Instructional plans (lessons, units) • Classroom observations	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.		• Instructional aides engage with teachers to determine areas of focus • Principal approves professional learning action plan. If plan is not approved, rationale is provided • 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.)		
INSTRUCTIONAL MATERIALS	**Math Adoption** ○ Gr. K-6 ○ Gr. 7-8 ○ Integrated Math-I	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.	**$4,590,500** ○ $2,909,500 (Gr. K-6) ○ $999,000 ○ (Gr. 7-8) ○ $682,000 (Integrated Math-I)	• SCTA and principals identify members to serve on the instructional materials adoption committee • District convenes committees of teachers to review instructional materials and make recommendations for adoption • Committees use Publishers' Criteria to review and analyze the instructional materials on the state approved list • Materials are placed on display for public review • Committees recommend a	• Publishers' Criteria • Stakeholder reflection and feedback • Satisfaction and usage survey	June 2014

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
INSTRUCTIONAL MATERIALS				singular adoption to the Superintendent • Superintendent seeks Board approval of instructional materials for implementation in the 2014-15 school year		
	ELA Supplemental Materials	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.	**$975,000**	• SCTA and principals identify members to serve on the supplemental instructional materials selection committee • District convenes committees of teachers to review supplemental instructional materials and make recommendations • Committees use Publishers' Criteria to review and analyze supplemental resources on the state approved list • Materials are placed on display for public review • Committees recommend supplemental materials for implementation in the 2014-15 school year	• Publishers' Criteria • Stakeholder reflections and feedback • Satisfaction and usage survey	June 2014
	Smarter Balanced Assessments ○ Gr. 3-8 & 11 (23,670 Students) ○ Mathematics & ELA	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	**$244,900**	• District assesses technology infrastructure and staff capacity • Schools receive additional computers • District offers professional learning sessions on the administration of the new	• Principal and teacher feedback • Technology readiness data • SBAC assessment results	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 • New assessments administered in spring of 2014 • Teachers, students, district and site leaders provide reflections and feedback on assessment administration • Feedback and other data analyzed and adjustments made for the 2014-2015 assessment administration		

The above plan has been explained in a public meeting of the governing Board of the Sacramento City Unified School District and adopted by the Board.

Public Meeting & Approval Date: _____

_____ _____

Jeff Cuneo, Board President Jonathan Raymond, Superintendent

Sacramento City Unified School District

COMMON CORE STATE STANDARDS NEEDS ASSESSMENT
English Language Arts

English Language Arts Instructional Shifts	My Progress			Evidence/Comments: (Optional)
	1 beginning the process	2 in process	3 fully implemented	
Text Complexity I strategically engage my students in a range of texts that grow in complexity.	☐	☐	☐	
Text-Based Answers I engage my students in rich and rigorous conversations and writing tasks that require citing evidence from texts to support arguments and claims.	☐	☐	☐	
Academic Language I explicitly address the language demands of complex texts.	☐	☐	☐	
English Language Arts College & Career Descriptors	**My Progress**			**Evidence/Comments:** (Optional)
	1 beginning the process	2 in process	3 fully implemented	
Respond to the Varying Demands of Audience, Task, Purpose, and Discipline My students adapt their communication, appreciate nuances, choose different types of evidence, and set and adjust purposes for reading, writing, speaking and listening, and language.	☐	☐	☐	
Comprehend as well as Critique My students work diligently to understand precisely what an author or speaker is saying, but also questions an author's or speaker's assumptions.	☐	☐	☐	
Value Evidence My students cite specific evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and constructively evaluate others' use of evidence.	☐	☐	☐	

English Language Arts Content Knowledge *Responding to Literature*	My Progress			Evidence/Comments: (Optional)
	1 beginning the process	2 in process	3 fully implemented	
Close Reading of Literary Texts My students engage in close reading that progresses through Reading Standards 1-10 of grade-level appropriate complex text.	☐	☐	☐	
Speaking/Listening: Student-Led Discussions My students take leadership of their own discussions following agreed-upon classroom protocols.	☐	☐	☐	
Writing: Opinion/Argument (Genre Study) My students engage with inquiry-based units of study in which they analyze audience, task, purpose, and linguistic features of the genre	☐	☐	☐	
Language: Linguistic Features of the Genre (Opinion/Argument) (i.e. text-, sentence-, phrase-, and word-level features) Within a unit of study, my students: • analyze the linguistic features commonly found in opinion/argument genres (e.g. responses to literature essays, books reviews, literary analysis essays, • strategically and purposefully apply linguistic features to produce written and oral responses to literature	☐ ☐	☐ ☐	☐ ☐	

Sacramento City Unified School District

COMMON CORE STATE STANDARDS NEEDS ASSESSMENT
Mathematics

Mathematics Instructional Shifts	My Progress			Evidence/Comments: (Optional)
	1 beginning the process	2 in process	3 fully implemented	
Deep Understanding I effectively teach students to demonstrate deep conceptual understanding of the critical Common Core grade-level math concepts by applying them to new situations, as well as writing and speaking about their understanding.	☐	☐	☐	
Application I provide opportunities for my students to apply math concepts in real-world situations.	☐	☐	☐	
Standards for Mathematical Practice	**My Progress**			**Evidence/Comments:** (Optional)**My Progress**
	1 beginning the process	2 in process	3 fully implemented	
Reason Abstractly and Quantitatively My students make sense of quantities and their relationships in problem-solving. They are able to represent quantities symbolically and manipulate the corresponding symbols.	☐	☐	☐	
Construct Viable Argument and Critique the Reasoning of Others My students understand and use stated assumptions, definitions, and previously established results in constructing arguments while listening to the reasoning of others.	☐	☐	☐	
Look for and Make Use of Structure My students look closely to discern a pattern or structure when solving math problems.	☐	☐	☐	

Mathematics Content Standards	My Progress			Evidence/Comments: (Optional)
	1 need in-depth training	2 need some training	3 no training needed	
I need help building my content knowledge in the following domains:				
K: Counting and Cardinality Know number names, the count sequence, and compare numbers	☐	☐	☐	
K-2: Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.	☐	☐	☐	
K-2: Numbers and Operations in Base Ten Understand place value and properties of operations to add and subtract	☐	☐	☐	
3-5: Operations and Algebraic Thinking Represent and solve problems involving multiplication and division, write and interpret numerical expressions, analyze patterns and relationships	☐	☐	☐	
3-5: Numbers and Operations in Base Ten Understand the place value system, perform operations with multi-digit whole numbers and with decimals to hundredths	☐	☐	☐	Q

6-7: The Number System Apply and extend previous understanding of multiplication, division, and numbers to fractions and the system of rational numbers	☐	☐	☐	
8: Expressions and Equations Work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations.	☐	☐	☐	
8: Functions Define, evaluate, and compare functions, and use functions to model relationships between quantities	☐	☐	☐	
High School: Math 1 Creating Equations Create equations that describe numbers or relationships	☐	☐	☐	
High School: Math 1 Building Functions Build a function that models a relationship between two quantities and build new functions from existing functions	☐	☐	☐	
High School: Math 1 Congruence Experiment with transformations in the plane; understand congruence in terms of rigid motion; prove geometric theorems and make constructions	☐	☐	☐	

RESULTS ANALYSIS: COMMON CORE STATE STANDARDS NEEDS ASSESSMENT
English Language Arts

Based on your team members' Needs Assessments, choose **ONLY** one area on which to focus during your six-hour collaborative learning time. For further description, turn to the appendix on page two (2) of the Action Plan document.

- ☐ **Instructional Shifts** [If you choose this area, go to PART A]
- ☐ **College and Career Ready Descriptors** [If you chose this area, go to PART B]
- ☐ **Content Knowledge** [If you chose this area, go to PART C]

PART A: Instructional Shifts [Choose only one]

- ☐ Text Complexity
- ☐ Text-Based Answers
- ☐ Academic Language

PART B: College and Career Ready Descriptors [Choose only one]

- ☐ Value Evidence
- ☐ Comprehend as Well as Critique
- ☐ Attend to Audience, Task, Purpose, and Discipline

PART C: Content Knowledge [Choose only one]

- ☐ Close Reading of Literary Texts
- ☐ Speaking/Listening: Student Lead Discussions
- ☐ Writing: Opinion/Argument (Genre Study)
- ☐ Language: Linguistic Features of the Genre (Opinion/Argument)

RESULTS ANALYSIS: COMMON CORE STATE STANDARDS NEEDS ASSESSMENT
Mathematics

Based on your team members' Needs Assessments, choose an area on which to focus during your release day or six-hour collaborative learning time. For further description, turn to the appendix on page two (2) of the Action Plan document.

- ☐ **Instructional Shifts** [If you choose this area, go to PART A]
- ☐ **Standards for Mathematical Practice** [If you chose this area, go to PART B]
- ☐ **Content Knowledge** [If you chose this area, go to PART C]

PART A: Instructional Shifts [Choose only one]

- ☐ Deep Understanding
- ☐ Application

PART B: Standards for Mathematical Practice [Choose only one]

- ☐ Reason Abstractly and Quantitatively
- ☐ Construct Viable Arguments and Critique the Reasoning of Others
- ☐ Look for and Make Use of Structure

PART C: Content Knowledge [Choose only one]

K-2:	☐ Counting and Cardinality (K)	☐ Operations and Algebraic Thinking	☐ Number and Operations in Base Ten	
3-5:	☐ Number and Operations—Fractions	☐ Operations and Algebraic Thinking	☐ Number and Operations in Base Ten	
6-7:	☐ Rations and Proportional Relationships	☐ The Number System		
8:	☐ Expressions and Equations	☐ Functions		
HS Math :	☐ Creating Equations	☐ Building Functions	☐ Congruence	☐ Other_____

Sacramento City Unified School District

ACTION PLAN
for Release Day OR
Six Hours Common Core State Standards Collaborative Learning Time

Team Members: (✓ check the box if you are the team lead)

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

Area of Focus:

Dates/Times/Facilitator: (record each date and time for each session)

Session 1: Facilitator:	Session 2: Facilitator:	Session 3: Facilitator:	Session 4: Facilitator:	Session 5: Facilitator:	Session 6: Facilitator:

Goal/Objective: (How do we want to improve our teaching practices?)	**Strategies:** (What will we do to achieve our goal?)	**Expected Student Outcome:** (As a result of changing practices, what will we see in student work?)	**Evidence:** (What data will we collect to show evidence of student growth?)

Approved By Principal: _____ YES_____ NO_____ (If No, Provide Rationale)

Rationale:

Sacramento City Unified School District

APPENDIX

Suggested Areas of Focus

ENGLISH LANGUAGE ARTS			
ENGLISH LANGUAGE ARTS	**Instructional Shift**	**Suggested Area of Focus**	**Sample Resources**
	Text Complexity	• Students successfully engage in a range of texts that grow in complexity. • Students successfully engage with grade-level appropriate complex text.	• www.achievethecore.org • www.engageny.org • www.cde.ca.gov/re/cc/index.asp • Be Core Ready by Pam Allyn • Pathways to the Common Core by Calkins, Ehrenworth, and Lehman • Teaching Channel: https://www.teachingchannel.org
	Text-Based Answers	• Students use evidence from texts to present careful analyses, well-defended claims, and clear information • Students read carefully and grasp information, arguments, ideas and details based on text evidence.	
	Academic Language	• Students build the linguistic resources (i.e. vocabulary, sentence/text structure) needed to access grade level complex texts.	
	College and Career Ready Descriptor	**Suggested Area of Focus**	
	Value Evidence	• Students cite precise evidence when offering oral/written interpretation of text. • Students use relevant evidence in support of their own points to make them clear to readers/listeners. • Students constructively evaluate others' use of evidence.	

Sacramento City Unified School District

	College and Career Ready Descriptor	Suggested Area of Focus	Sample Resources
ENGLISH LANGUAGE ARTS	Comprehend as Well as Critique	• Students are engaged and open-minded, but discerning, readers and listeners. • Students work diligently to understand precisely what an author or speaker is saying. • Students question and author's or speaker's assumptions. • Students assess the veracity of claims and the soundness of reasoning.	• www.achievethecore.org • www.engageny.org • www.cde.ca.gov/re/cc/index.asp • Be Core Ready by Pam Allyn • Pathways to the Common Core by Calkins, Ehrenworth, and Lehman • Teaching Channel: https://www.teachingchannel.org
	Attend to Audience, Task, Purpose, and Discipline	• Students adapt their communication relative to audience, task, purpose, and discipline. • Students set/adjust purpose for reading, writing, speaking, listening, and language as warranted by task. • Students appreciate nuances such as how composition of an audience should affect tone when speaking and how connotations of words affect meaning. • Students know that different disciplines call for different evidence types (e.g., documentary evidence, experimental evidence).	

Sacramento City Unified School District

	Content Knowledge	Suggested Area of Focus	Sample Resources
ENGLISH LANGUAGE ARTS	Close Reading of Literary Texts	• Students analyze the structure of text including how specific words, sentences, paragraphs, larger portions of text relate to each other • Students determine a central idea of a text and analyzing its development	• Teaching Channel: https://www.teachingchannel.org • Thinking Through Genre by Heather Latimer • Genre Study by Fountas and Pinnell • Guiding Readers and Writers by Fountas and Pinnell • http://www.unitsofstudy.com/writing-grade-by-grade/default.asp (common core units of study by Lucy Calkins and colleagues)
	Speaking/Listening: Student Lead Discussions	• Students take leadership of their own discussions following agreed-upon classroom protocols.	
	Writing: Opinion/Argument (Genre Study)	• Students engage with inquiry-based units of study in which they respond to audience, task, purpose, and discipline and strategically utilize the linguistic features of the genre	
	Language: Linguistic Features of the Genre (Opinion/Argument)	• Students analyze the linguistic features commonly found in opinion/argument genres (e.g. responses to literature essays, books reviews, literary analysis essays, • Students strategically and purposefully apply linguistic features to produce written and oral responses to literature	

Sacramento City Unified School District

<table>
<tr><th colspan="4">MATHEMATICS</th></tr>
<tr><td rowspan="6">MATHEMATICS</td><th>Instructional Shift</th><th>Suggested Area of Focus</th><th>Sample Resources</th></tr>
<tr><td>Deep Understanding</td><td>• Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math</td><td rowspan="5">• http://www.mathsolutions.com/index.cfm?page=nl_wp2b&crid=303&contentid=1491
• http://www.illustrativemathematics.org/
• www.achievethecore.org
• www.engageny.org
• Teaching Channel: https://www.teachingchannel.org
• Brokers of Expertise</td></tr>
<tr><td>Application</td><td>• Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</td></tr>
<tr><th>Mathematical Practice</th><th>Suggested Area of Focus</th></tr>
<tr><td>Reason Abstractly and Quantitatively</td><td>• Represent quantities and their relationships
• Manipulate and analyze the meaning of a mathematical problem appropriately based on a given context</td></tr>
<tr><td>Construct Viable Arguments and Critique the Reasoning of Others</td><td>• Analyze situations
• Justify conclusions and communicate them</td></tr>
<tr><td>Look for and Make Use of Structure</td><td>• Identifying and making sense of the underlying patterns and structures of mathematical rules, concepts, and formulas</td></tr>
</table>

	Content Knowledge	Suggested Area of Focus	Sample Resources
MATHEMATICS	K: Counting and Cardinality	• Saying the counting numbers to count out objects • Subsitizing to single digit arithmetic • Moving from counting to counting on	• http://www.cde.ca.gov/re/cc/ • http://www.smarterbalanced.org/ • http://www.dpi.state.nc.us/acre/standards/common-core-tools/ • www.achievethecore.org • http://www.dese.mo.gov/divimprove/assess/documents/asmt-sbac-math-gr8-sample-items.pdf • http://www.p12.nysed.gov/assessment/common-core-sample-questions/ • http://www.dpi.state.nc.us/acre/standards/common-core-tools/ • Teaching Channel: https://www.teachingchannel.org
	K-2: Operations and Algebraic Thinking	• Solve problems involving addition and subtraction • Use equal group to gain foundations for multiplication	
	K-2: Numbers and Operations in Base Ten	• Understand place value • Use properties of operations to add and subtract	
	3-5: Operations and Algebraic Thinking	• Represent and solve problems involving multiplication and division • Write and interpret numerical expressions • Analyze patterns and relationships	
	3-5: Numbers and Operations in Base Ten	• Understand the place value system • Preform operations with multi-digit whole numbers and decimals	
	6-7: The Number System	• Apply and extend understanding of multiplication, division, and whole numbers to fractions and rational numbers	
	8: Expression and Equations	• Work with radicals and integer exponents • Understand the connections between proportional relationships, lines, and linear equations and pairs of simultaneous linear functions	
	8: Functions	• Define, evaluate, and compare functions • Use functions to model relationships between quantities	

	Content Knowledge	Suggested Area of Focus	Sample Resources
MATHEMATICS	High School: Creating Equations	• Create equations that describe numbers or relationships	• http://www.cde.ca.gov/re/cc/ • http://www.smarterbalanced.org/ • http://www.dpi.state.nc.us/acre/standards/common-core-tools/ • www.achievethecore.org • http://www.dese.mo.gov/divimprove/assess/documents/asmt-sbac-math-gr8-sample-items.pdf • http://www.p12.nysed.gov/assessment/common-core-sample-questions/ • http://www.dpi.state.nc.us/acre/standards/common-core-tools/ • Teaching Channel: https://www.teachingchannel.org
	High School: Building Functions	• Build a function that models a relationship between two quantities • Build new functions from existing functions •	
	High School: Congruence	• Experiment with transformations in the plane • Understand congruence in term of rigid motion • Prove geometric theorem • Make geometric constructions	

Suggested Approaches to Professional Learning Time

- Text-based discussion
    - Book Studies
    - Professional Articles
- Videos
    - Informational: Tutorials, Standards for Mathematical Practices, Instructional Shifts, etc.
    - Classroom: Look-fors, exemplars, student interactions, etc.
    - Peer Video to review and discuss
- Peer-to-Peer Observations
    - Pre-brief, Observe with an objective/ focus, De-brief
- Task/Lesson/Unit Planning
- Student Work Analysis
- Creation of Tasks and Assessments (formative and summative)
- Co-teaching
- Try on the Work (i.e. do a task and discuss as a group)