SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#__7.1__

Meeting Date: November 21, 2013

Subject: **Common Core State Standards Implementation Funds Expenditure for George Washington Carver School of Arts and Sciences**

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

Department: Accountability Office

Recommendation: Recommend approval of state funds for common core implementation.

Background/Rationale:
To address the demands of the new Common Core State Standards (CCSS) and assessment, George Washington Carver teachers must engage in professional learning that supports understanding of the subject matter. Making time for teachers to collaborate and learn together will be required to successfully implement the Common Core. George Washington Carver's current mathematics instructional material was purchased in 2007. To meet the demands of the new standards, teachers and students need high quality mathematics instructional material that is aligned with CCSS.

Financial Considerations:
The state has granted George Washington Carver High School with $55,200.

Documents Attached:
1. Executive Summary
2. Common Core State Standards Implementation Funds Expenditure Plan

Estimated Time of Presentation: 5 minutes
Submitted by: Teresa Cummings, Chief Accountability Officer
Jennifer Lopez, Charter and Principal Network Coordinator II
Allegra Alessandri, Principal
Approved by: Jonathan P. Raymond, Superintendent

Board of Education Executive Summary

Accountability Division

Common Core State Standards Implementation Funds Expenditure for George Washington Carver School of Arts and Sciences
November 21, 2013

I. OVERVIEW / HISTORY

The state of California has designated funds for each school district to ensure quality implementation of the Common Core State Standards (CCSS). SCUSD offered charter schools the option to create their own implementation fund expenditure plan. George Washington Carver of Arts and Science (Carver) agreed to this option and was allocated one-time funds to be expended by June 30, 2015. These funds are earmarked to support three areas: professional learning, instructional materials, and technology.

To determine how to best expend the funds, Carver engaged with its stakeholders: principal, all teachers (SCTA members), all classified staff (SEIU) and the Parent Advisory Groups. Ensuring each group had a voice in the process, Carver met with each group to seek recommendations and then to review all recommendations and develop the plan.

II. DRIVING GOVERNANCE

Carver's primary goal as a high school is to prepare our students for college-career readiness. With the adoption of the Common Core State Standards (CCSS), Carver will continue to prepare all students for success beyond high school. Carver teachers and principal continue to collaborate with the district in its transition to implementing the CCSS and is transforming teaching and learning.

As a condition of receiving the CCSS implementation funds, Carver is 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 total allocation awarded to the George Washington Carver of **$55,200.**

Area of Focus	Dollar Amount
Professional Learning • One Release Day or Six (6) Hours of CCSS Collaborative Learning Time per Year (2013-14 & 2014-15) - for Teachers • Contract for specialized Waldorf and CCSS alignment in-service	**$10,000**
Technology • Upgrading of technology to support new assessment	**$10,200**
Instructional Materials • Integrated Math I textbook - $220/Student - (100 Students) • Gr. 9-12 ELA Supplemental materials	**$35,000** **$22,000** **$13,000**

IV. GOALS, OBJECTIVES, AND MEASURES

Carver is committed to promoting a culture of college and career readiness and is committed to strengthening the faculty understands of the CCSS. Carver will use these state funds in consultation and collaboration with SCUSD to provide an infrastructure of support based on research, reform initiatives, and exemplary practices. This support consists of standards-aligned instructional materials, comprised of print and digital technology.

Using multiple measures, Carver 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 through surveys,

evaluations of professional learning, observations of instruction in the classroom, and examination of student work.

V. MAJOR INITIATIVES

The CCSS implementation funds can only be used to address professional learning, instructional materials, and technology. Carver's implementation plan supports professional learning, and instructional materials for mathematics, English Language Arts (ELA) and the pilot of the Smarter Balanced Assessment Consortium (SBAC) assessments.

- **Professional Learning**
  Carver teachers will participate in a variety of professional learning opportunities including SCUSD Common Core training in ELA and Math, the History Project Common Core State Standards (CCSS) curriculum development seminars, and Waldorf-based Common Core alignment workshops which include coaching and teacher collaboration. Two teachers (ELA and science) for the ELA team and two math teachers for the math team and will participate in a six-part series of professional learning at SCUSD. Two social science teachers will participate in the history project common Core curriculum development seminars. All Carver teachers will participate in the Waldorf-based Common Core alignment workshops.

  Funds are reserved to provide all teachers the opportunity to collaborate with their colleagues on-site during a release day for a total of 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. Teachers will develop an action plan addressing the identified areas of growth.

- **Instructional Materials**
  Carver's current ELA and mathematics instructional materials are not aligned to the CCSS. 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 and charter schools across the state will have the opportunity to engage in an adoption of mathematics instructional materials for grades K-9. Carver will participate in SCUSD's adoption committee to review and analyze the submissions on the CDE's approved list and make

recommendations. Teachers, principal, 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. Per SCUSD's recommendation, "if an aligned textbook series cannot be found, [Carver] will use the allocated funds to provide …supplementary mathematics instructional materials to augment the current adopted series."

Carver will continue to collaborate with SCUSD throughout the CCSS text-book adoption process.

- **Early Administration (Field Test) of the SBAC Assessments**
  The adoption of Assembly Bill (AB) 484 will halt the implementation of the CST, but SCUSD will use this as an opportunity to participate in field test of the Smarter Balanced Assessment Consortium (SBAC). Carver will participate with all SCUSD schools in April/May 2014 grade 11 field test of the ELA and mathematics online assessments.

  Technology is a vital element of a quality CCSS implementation. SCUSD has allocated bond funds to provide Carver with one cart and 18 computers for the SBAC administration. The state bond allocation for Carver is not sufficient for our site, so we will use the state funds to augment our technology.

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. All teachers will engage in the learning of the standards.
- The implementation of the instructional materials for mathematics and ELA supplemental materials will provide opportunities for teachers to design and deliver CCSS-aligned lessons to students.
- Early administration of the SBAC assessments to students in grade 11 will provide valuable data regarding the Carver's technology readiness and curricular/instructional program.

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

VII. LESSONS LEARNED / NEXT STEPS

- Provide professional learning for teachers that will enhance their understanding of and ability to provide integrated instruction of the ELA and mathematics CCSS.
- Participate with SCUSD 9th grade-level team to engage in the process of the review and adoption of instructional materials for mathematics.
- Use both SBAC anecdotal and quantitative data to improve Carver's technology and 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: • George Washington Carver School of Arts and Science --$55,200

Area of Focus	Rationale	Cost	Action Step	Measures of Effectiveness	Completion Date
Technology	Students will use computers to take the Smarter Balanced assessments. The school's current computers and network were installed in 2007 and are in need of upgrade. The school needs to update technology to meet the technological demands of the new assessments. Students' will need more opportunities to use the technology and familiarize themselves with computer based assessments	**$10,200**	• Principal and will work with A R and E to determine best technology for SBAC • Teachers and students will participate in review and practice of technology	• Purchase of effective technology for Smarter Balanced assessment	**June 2015**
Instructional Material **Math Adoption**	SCUSD is moving to Common Core integrated math 1,2,3. This integration aligns with Waldorf curriculum. New text books and instructional materials	**$35,000**	• Carver math teachers will participate on the instructional materials adoption committee • Carver will participate in the district wide adoption math text book process	• District review process • Stakeholder feedback including teacher and student input	**June 2015**

	will be needed for curriculum planning and design and student use.				
Professional Learning	To meet the requirements of the CCSS, teachers will need to learn, prepare and design new curriculum for their classroom. Teachers will need training to understand the standards and time to prepare the new curriculum.	**$10,000**	• Two math teachers attend four days of Math Common Core training at SERNA(October, December, March, and May) • One English and one science teacher attend four days of ELA Common Core training at SERNA (October, January, March, and May) • Arrange for each team to present monthly to whole faculty • Contract with Mr. Robert Anderson of the CDE for specialized in-service with all teachers on Common Core assessment	• Evaluations of professional learning sessions • Classroom observations	**June 2015**

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 and Approval date: _____

_____ _____

Jeff Cuneo, Board President

Jonathan Raymond, Superintendent