



# 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), t



# 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

Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
	<p><b>District Professional Learning:</b> Teacher Leadership Teams</p> <ul style="list-style-type: none"> <li>x ELA CCSS (Gr. K-12)</li> <li>x Mathematics CCSS (Gr. 9-12)</li> </ul>	<p>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.</p>	<p><b>\$840,000</b></p> <ul style="list-style-type: none"> <li>o \$590,000 (ELA)</li> <li>o \$250,000 (Math)</li> </ul>	<ul style="list-style-type: none"> <li>x District develops ELA and mathematics CCSS professional learning modules designed to address the math practices/ELA descriptors, instructional shifts, and content standards</li> <li>x 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>x Team members attend four (October, December/January, March, and May/June) district convenings</li> <li>x Team members utilize two site-based release days for</li> </ul>	<ul style="list-style-type: none"> <li>x Evaluations of professional learning sessions</li> <li>x Teacher feedback and reflections</li> <li>x Classroom observations</li> <li>x Instructional plans (lessons, units)</li> <li>x Student work samples</li> </ul>	<p>June 2014</p>



Area of Focus		Rationale	Cost	Action Step	Measure of Effectiveness	Completion Date
		must be provided as a means of fostering greater coherence and effectiveness of instructional delivery.		<ul style="list-style-type: none"> <li>x Instructional aides engage with teachers to determine areas of focus</li> <li>x Principal approves professional learning action plan. If plan is not approved, rationale is provided</li> <li>x 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>		
<b>Math Adoption</b> <ul style="list-style-type: none"> <li>o Gr. K-6</li> <li>o Gr. 7-8</li> <li>o 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>o \$2,909,500 (Gr. K-6)</li> <li>o \$999,000 (Gr. 7-8)</li> <li>o \$682,000 (Integrated Math-</li> </ul>				

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