

Common Core Expenditure Plan for One Time Funds

Capistrano Unified School District
September 11, 2013

REVISED
9-6-13

EXHIBIT 2

What Are the Common Core Standards?

Common Core State Standards (CCSS) were developed by the National Governor's Association and the Council of Chief State School Officers in an effort to **focus curriculum** to equip students for:

- **Critical thinking and problem solving**
- **Communication**
- **Collaboration and team building**
- **Creativity and innovation**

What Does Common Core Mean for Students?

Students need to:



Critically Think

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communicate

- By sharing thoughts, ideas, and solutions
- For different purposes and in diverse environments
- From different perspectives and cultures

Collaborate

- Effectively and respectfully with diverse teams
- By sharing responsibility for work, and valuing contributions of others

Be Creative

- To Elaborate, Refine, Analyze and Evaluate Ideas
- Demonstrate Imagination and Curiosity
- By using technology and digital media
- Implement innovations

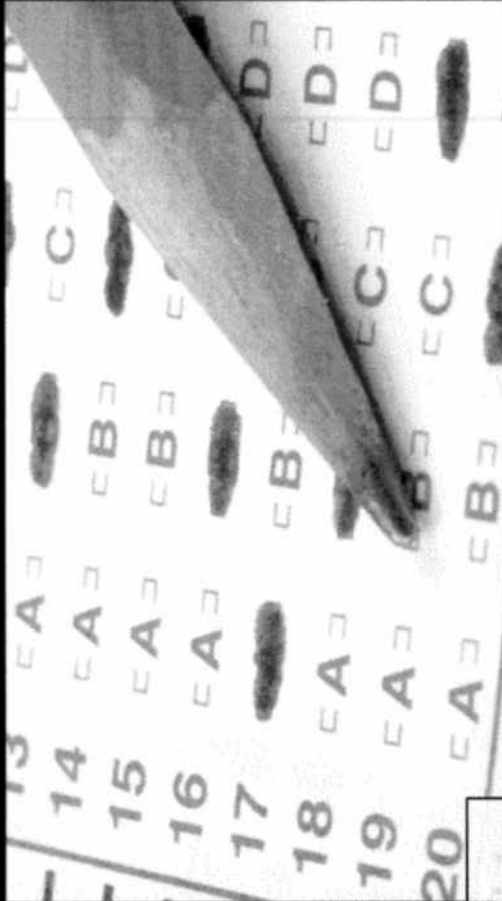
21st Century Skills

Collaboration

Communication

Critical Thinking

Creativity



California State
Content Standards

Apply Analyze Evaluate Create

Assessments

Where We Are & Where We Are Headed...

Standardized Testing and Reporting (STAR)

- Multiple Choice
- Extended Response
- Paper-based Test

Smarter Balanced Assessment Consortium (SBAC)

- Multiple Choice
- Extended Response
- Technology-Enabled and Enhanced
- Performance Tasks
- Computer-Adapted Test

http://sbac.portal.airast.org/Practice_Test/default.html

Middle School Performance Task

Ms. McCrory wants to make a rabbit pen in a section of her lawn.

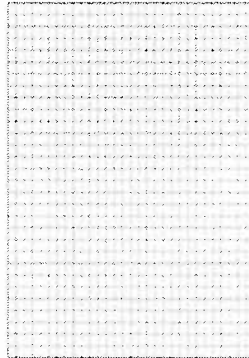
Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

Part A

Draw 3 **different** rectangles that can each represent Ms. McCrory's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.



Key
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

Pen 1:

Length:

(feet, square feet)

Width:

(feet, square feet)

Area:

(feet, square feet)

Pen 2:

Length:

(feet, square feet)

Width:

(feet, square feet)

Area:

(feet, square feet)

Pen 3:

Length:

(feet, square feet)

Width:

(feet, square feet)

Area:

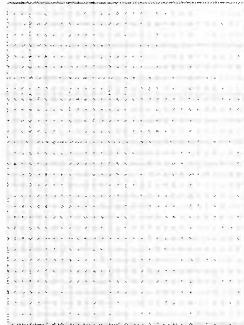
(feet, square feet)

Part B

Ms. McCrory wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.



Key
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Middle School Performance Task

Part A

Draw 3 **different** rectangles that can each represent Ms. McCrary's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

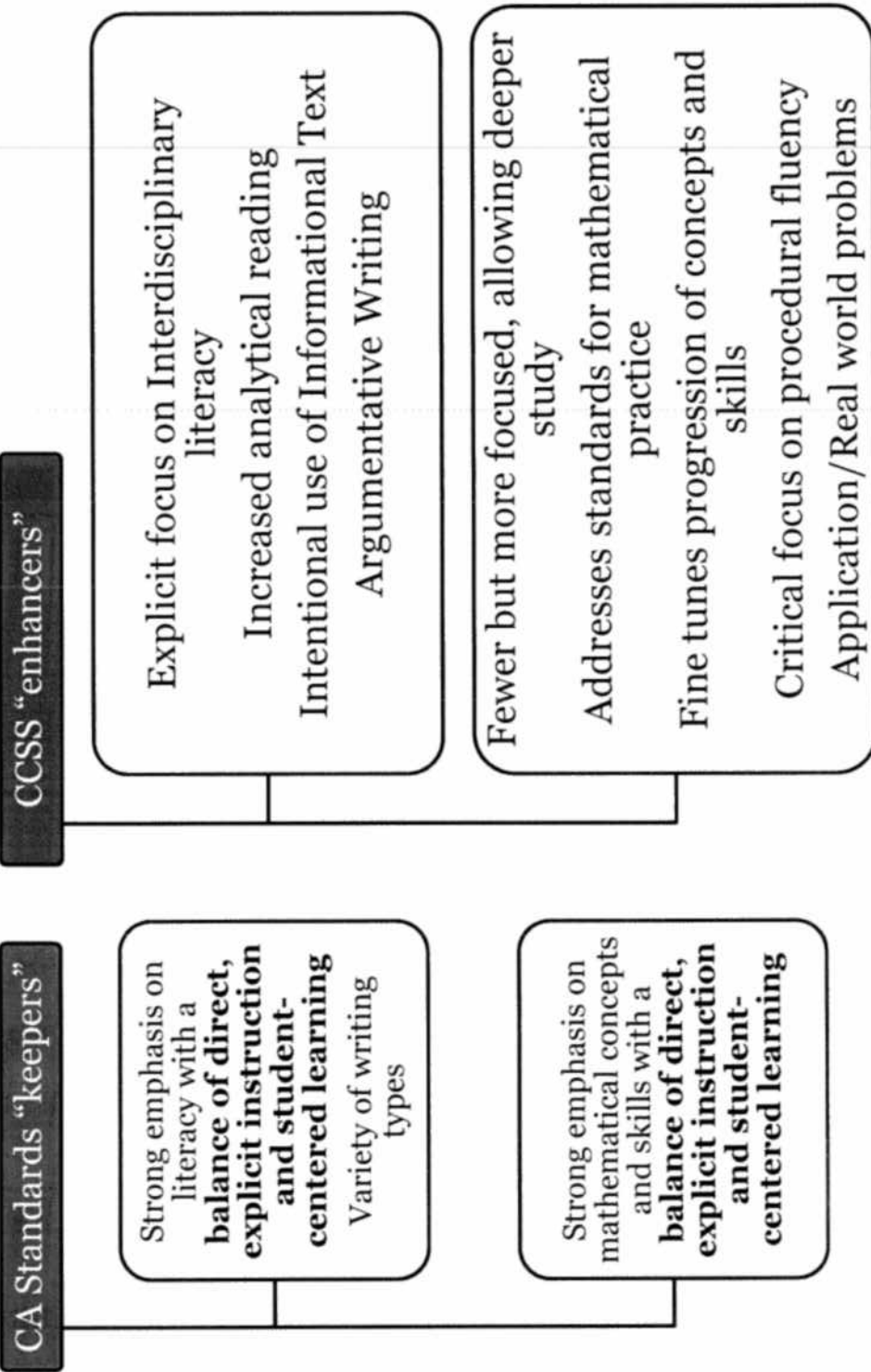
Use the grid provided. Click the places where the corners of your rectangle should be. Draw one rectangle at a time.

Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

What's the same? What's different?



Quality First Instruction, including ADD/SIOP Strategies remains the key to successful teaching and learning!

What Does Common Core Mean for Teachers and Staff?

- Professional development and support in Literacy, Math and ELA Common Core Standards
- Strategies to teach analytical reading and writing for a variety of purposes
- Additional informational resources are needed
- Coaching and support in how to utilize the materials
- Project-based learning protocols
- Technology hardware and training on usage

Key Shifts in Literacy Instruction

Cross-Curricular		
Building knowledge through content-rich nonfiction including primary source documents	Reading, writing, and speaking grounded in evidence from text (both literary and informational)	Regular practice with complex text and its academic language

Key Shifts in Math Instruction

Cross-Curricular		
Conceptual Understanding: student participation in making meaning and reasoning while building fluency	Analysis & Problem Solving: make sense of problems and persevere in solving them- Reason abstractly and quantitatively	Using Investigation & Problem-Based Approaches: students apply learning in a rigorous and relevant context

Critical Needs for CCSS Implementation

- Professional Development
- Instructional Materials
- Technology

CUSD Timeline

**2012-
2013**

Awareness

- Understand why CCSS
- Learn about the 6 shifts
- Learn about the new assessment system (Smarter Balanced)

**2014-
2015**

Implementation

- Implement CCSS in the classroom
- Use new assessment system (Smarter Balanced)

**2013-
2014**

Exploration

- Try out sample units or create your own
- Attend professional development on CCSS
- Try sample assessments

Common Core Expenditure Plan

- \$1 billion in one-time Prop 98 dollars to be apportioned statewide to local educational agencies based on 2012-2013 ADA.
- CUSD is budgeting \$9.5-\$10 million to be spent between 2013-2015.

CCSS Expenditure Plan

- Professional Development

...for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California Education Code (EC) sections 60605.8, 60605.11

- Instructional Materials

...aligned to the academic content standards adopted pursuant to EC sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.

- Technology

...integrated throughout instruction for purposes of improving the academic performance of pupils, including expenditures to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments.

CCSS Expenditure Plan

- **Professional Development** **\$5 million**
...for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California Education Code (EC) sections 60605.8, 60605.11
- **Instructional Materials** **\$500,000**
...aligned to the academic content standards adopted pursuant to EC sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.
- **Technology** **\$4 million**
...integrated throughout instruction for purposes of improving the academic performance of pupils, including expenditures to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments.

Category	Goals for Implementation
Professional Development	Provide targeted teacher and paraprofessional training and coaching to support: • Knowledge of CCSS standards • Instructional strategies • Curricular tools to support implementation <i>2013-14: Oct. 4, Jan. 6, April 21</i> <i>2014-15: TBD</i>
Instructional Materials	Purchase “bridge” materials that: • Enable teachers to address new standards • Reflect effective instructional approaches, and • Align with the rigor and structure of CCSS assessments
Technology	Evaluate and purchase technology tools that will: • Enable students to access digital information and • Complete Smarter-Balanced assessments

CCSS Implementation Plan

 Implementation of Common Core State Standards End in Mind	2012-13	2013-14	2014-15
	All teams will become familiar with the common core state standards and begin to incorporate strategies in support of their implementation. Teachers will engage in professional learning within a variety of contexts to support the following instructional shifts: • Building knowledge through content-rich nonfiction across disciplines, including primary source documents • Reading, writing, and speaking grounded in evidence from text (both literary and informational) • Regular practice with complex text and its academic language across disciplines	All teachers will teach a minimum of 2 CCSS-aligned units developed or adopted by teams. Professional development will focus on continued work in literacy and mathematics, including: • Drawing textual evidence from multiple sources • Range of writing within extended and shorter timeframes (across the disciplines) • Integration of aligned formative and summative assessments that require student reasoning and applied problem-solving	All teachers will fully implement CCSS-aligned instruction. Professional learning will focus on continued work in extended literacy and writing. Expanded focus will be placed on inquiry-based/project-based learning that incorporates the 21st century skills of: • Collaboration • Communication • Critical thinking • Creativity/innovation In concert with this emphasis, there will be increased use of performance tasks as assessments.

Goal Areas	2012-13 Actions	2013-14 Actions	2014-15 Actions
Capacity building and collaboration	• Build background knowledge of key staff and teacher leaders • Establish and train Middle School Task Force • Establish and train Elementary Advisory Committee • Advance STEM teacher leadership & partnerships	• Appoint CCSS Liaisons for Elementary and conduct year-long training series • Continue secondary CCSS Task Force • Expand math TOSA capacity K-12 • Advance STEM activities & partnerships • Provide seed training for Project-based Learning to selected teacher leaders	• Utilize teacher leaders in a variety of training and support activities geared toward leading their colleagues in CCSS transition at their sites and districtwide, conducted through in-person, online, and on-demand formats. • Advance STEM activities and partnerships
Resource Development	• Update Educator Support website to organize resources in accessible fashion • Create CCSS Toolkits for Grades K-5 • Refine standards-based report card to reflect CCSS • Create and/or identify exemplary units for integration of emphasized literacy shifts	• Continue unit development across disciplines and grade levels • Refine districtwide rubrics and identify exemplars/anchor papers • Refine Curriculum Alignment Guides based on feedback/data	• Expand exemplary units across disciplines and grade levels, with increased emphasis on embedded performance tasks
Administrator Training and Support	• Provide literacy training to administrators (separate sessions for elementary and secondary)	• Provide continued training in literacy, with expansion in the area of writing • Provide training on CCSS-aligned assessments	• Provide continued training in literacy, with expansion in the area of writing • Provide training on quality, project-based learning and performance tasks
Teacher Training	• Release all elementary teachers for full day to receive overview on CCSS literacy shifts • Secondary CCSS Task force and Dept. chairs train on key features of CCSS at the school site • Organize teaching videos for on-demand access	• August Academy: Provide targeted training focused on specific instructional practices aligned to CCSS. • CCSS Professional Days • Oct. 4, Jan. 6, & April 21 ○ Support for implementing aligned instruction in all grades and content areas • Targeted Training and Support ○ Specific Grades/Content areas • Design and deliver teacher training on adopted online learning solutions and curriculum to support development of CCSS units (i.e. My Big Campus, Google tools, Information literacy/Digital Citizenship, Discovery Plus).	• Design and deliver embedded and direct PD focused on the use of project-based learning and performance tasks • Continue to support implementation of quality practices in support of the CCSS through professional development and coaching • Continue to design and deliver teacher training on adopted online learning solutions and curriculum to support development of CCSS units (i.e. My Big Campus, Google tools, Information literacy/Digital Citizenship, Discovery Plus, etc).

CCSS Implementation Plan

Goal Areas	2012-13 Actions	2013-14 Actions	2014-15 Actions
Support for implementation	• Create professional development modules across a variety of contexts (i.e. on-demand, in-person, team protocols) • ADD/SIOP training will embed a focus on the CCSS and strategies (i.e. literacy) • Utilize Edmodo communities, Discovery, WebEx, Show & Share to support implementation	• Provide protocols for team processes • Provide Sample IPGs for teachers • Conduct administrator support sessions (i.e. bring artifacts of implementation, etc.) • Utilize Teaching Channel, My Big Campus, Google tools, Discovery Plus and other online communities/resources and delivery systems to support implementation. • Design and deliver training for the 1:1 pilot sites.	• Conduct administrator support sessions (i.e. collaborative sharing of strategies, evidence of effectiveness) • Utilize Teaching Channel, My Big Campus, Google tools, Discovery Plus and other online communities/resources and delivery systems to support implementation • Continue to refine and deliver training for the 1:1 sites.
Technology and Infrastructure	• Initial core infrastructure and wireless network upgrades at all 56 campuses • Complete pilot testing of SBAC computer based assessment. • Establish Mobile Technology Advisory Committee and identify preferred school and classroom mobile devices for evaluation.	• Further testing of selected mobile devices for 1:1 initiatives (i.e. Chromebook, Windows tablet, iPad, etc). • Select and implement pilot 1:1 initiative at various sites. • Assess additional infrastructure needs based on pilot results and testing. • Acquire and deploy technology to sites for computer based assessments. • Evaluate sustainability of technology initiatives.	• Complete infrastructure upgrades based on program and future needs. • Expand 1:1 initiative. • Continue to evaluate sustainability of technology initiatives.
Preparation for Assessments	• Engage in pilot SBAC administration • Examine released items • Identify potential item bank for use by teacher teams to create aligned formative and summative assessments	• Engage in pilot SBAC administration • Examine released items • Purchase CCSS item bank for use by teacher teams to create aligned formative and summative assessments	• Engage in SBAC administration • Examine aligned formative and summative assessments • Provide data protocols for evaluating CCSS Assessment data