

***Common Core State Standards (CCSS)
CCSS Funding Spending Plan
CCSS Local Implementation Plan***

*****TEMPLATE*****

The following templates are based on the California Department of Education (CDE) 2013 guidance in the “Common Core State Standards Systems Implementation Plan for California”.

The templates are intended for use as a tool, guide, reference and resource to help districts complete CCSS Spending Plans and CCSS Local Implementation Plans according to CDE’s guidance and tailored to local needs.

Regulations governing the use of the CCSS funding are pending approval and should be considered prior to final adoption of district CCSS implementation plans.

Districts are encouraged to have legal counsel and the appropriate district administration review any documents developed from this template prior to public use and/or adoption by local governing boards.

<http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp>

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Common Core State Standards Local Implementation Plan - TEMPLATE

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1. California Common Core State Standards (CCSS) Funding Overview

The state of California will appropriate \$1,000,000,000 in 2013-14 and \$250,000,000 in 2014-2015 to support the implementation of the Common Core State Standards in K-12 public schools with one-time Proposition 98 General Fund dollars.

\$625 million will be apportioned in August 2013 and \$625 million will be apportioned in October 2013.

The California Department of Education (CDE) will apportion funds to school districts, county offices of education, charter schools, and state special schools using an equal rate per pupil based on 2012–13 enrollment.

As a condition of receiving CCSS implementation funds, a school district, county office of education, charter school, or state special school is required to:

1. **Develop and adopt a plan delineating how the CCSS implementation funds will be spent.** The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
2. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. (<http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp>)

CCSS implementation funds can be expended for any of the following purposes:

1. 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, 60605.85, and 60811.3.
2. 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.
3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary 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. (<http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp>)

Audit Guidance

CCSS implementation funds will be subject to the annual audits required by *EC* Section 410.

2. CDE has identified the following seven guiding strategies for the implementation of the Common Core State Standards (CCSS) (<http://www.cde.ca.gov/re/cc/ccssguide.asp>):

NOTE: Per CDE, LEAs may refer to the CDE Suggestions and Opportunities for LEAs when developing local CCSS implementation plans (attached). Per CDE guidance, districts may add or delete elements “as appropriate to create a plan that is tailored to local needs”.

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.
2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.
3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.
4. Collaborate with parents, guardian, and the early childhood and expanded learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting.
5. Collaborate with postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
6. Seek, create and disseminate resources to support stakeholders as CCSS systems implementation moves forward.
7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

3. How to use the CCSS Spending Plan template (Excel file attached):

As a condition of receiving CCSS implementation funds, a school district, county office of education, charter school, or state special school is required to:

1. **Develop and adopt a plan delineating how the CCSS implementation funds will be spent.** The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
2. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. (<http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp>)

Districts should consult the pending State Board of Education regulations that will govern the requirements for expenditures of CCSS funding; the regulations are anticipated to be available by Fall 2013.

Districts are encouraged to have legal counsel and the appropriate district administration review and approve any documents developed from this template prior to public use and/or adoption by local governing boards.

CCSS implementation funds will be subject to the annual audits required by EC Section 41020.

NOTE: *The following DRAFT CCSS spending plan template is intended for use as a tool, guide, reference and resource to help districts complete CCSS Local Implementation Plans according to current CDE guidance and tailored to local needs. Districts may use the template as a tool for reviewing existing local implementation plans, to further develop local implementation plans or as a basis for building local implementation plans.*

4. CCSS Spending Plan Template (see Excel file)

Common Core State Standards (CCSS) District Spending Plan

The following plan has been explained in a public meeting of the governing board of the [NAME] school district (county board of education or charter school governing body) and adopted in a subsequent meeting.

District Governing Board CCSS Spending Plan - Public Meeting Date: _____

District Governing Board CCSS Spending Plan - Adoption Date: _____

Amount of CCSS Implementation Funding RECEIVED	\$
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NOTE: The area in yellow represents actuals and can be used for tracking purposes.

The [NAME] District's CCSS Spending Plan for the CCSS Implementation Funding for the following three purposes, as follows:

<p>1. Professional development (PD) 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 <i>Education Code (EC)</i> sections 60605.8, 60605.11, 60605.85, and 60811.3.</p>		
Estimated PD Expenditure (%)	Actual PD Expenditure (%)	Actual PD Expenditure (\$)
%	%	\$
<p>2. 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.</p>		
Estimated Instructional Materials Expenditure (%)	Actual Instructional Materials Expenditure (%)	Actual Instructional Materials Expenditure (\$)
%	%	\$

3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary 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.

Estimated Technology Expenditure (%)	Actual Technology Expenditure (%)	Actual Technology Expenditure (\$)
%	%	\$

Total Estimated CCSS Funding Expenditures (%)	Total Actual CCSS Funding Expenditures (%)	Actual Technology CCSS Expenditures (\$)
%	%	\$

Per CDE, a school district, county office of education, charter school, or state special school may encumber the CCSS implementation funds at any time during the 2013–14 or 2014–15 fiscal years. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. (<http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp>)

5. The following Budget Summary is an estimate of the proportion (%) of district CCSS expenditures that is aligned with CDE guidance and SBE regulations.

The district will adjust the estimated budget summary according to district needs and resources, as needed, for full implementation of the CCSS System by 2014-2015.

CCSS implementation funds will be subject to the annual audits required by EC Section 41020.

Estimated CCSS Local Implementation Plan Budget Summary:

1. 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, 60605.85, and 60811.3.

**Estimated Expenditure of [] %]
(% of total amount of district's CCSS Implementation funding)**

2. 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.

**Estimated Expenditure of [] %]
(% of total amount of district's CCSS Implementation funding)**

3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary 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.

**Estimated Expenditure of [] %]
(% of total amount of district's CCSS Implementation funding)**

According to current CDE guidance, the district will, "On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development."

<http://www.cde.ca.gov/fg/aa/ca/commoncorefaq.asp>

6. How to use the CCSS Local Implementation Plan template:

Per CDE guidance, districts may add or delete elements from the CDE implementation plan template “as appropriate to create a plan that is tailored to local needs”.

Districts should consult the pending State Board of Education regulations that will govern the requirements for expenditures of CCSS funding; the regulations are anticipated to be available by in Fall 2013.

Districts are encouraged to have legal counsel and the appropriate district administration review and approve any documents developed from this template prior to public use and/or adoption by local governing boards.

CCSS implementation funds will be subject to the annual audits required by EC Section 41020.

NOTE: *The following DRAFT CCSS local implementation plan template is intended for use as a tool, guide, reference and resource to help districts complete CCSS Local Implementation Plans according to current CDE guidance and tailored to local needs. Districts may use the template as a tool for reviewing existing local implementation plans, to further develop local implementation plans or as a basis for building local implementation plans.*

7. Common Core State Standards Local Implementation Plan

The following Common Core State Standards (CCSS) local implementation plan is based on the [DISTRICT NAME] School District's local needs and resources.

The local implementation plan, derived from guidelines in the California Department of Education's (CDE) Implementation Plan Template, is based on full implementation of the CCSS System in 2014-15.

This plan involves the development of a **formative practices plan**, **a local technology plan** and a **local site-based professional learning plan**.

The following timeline and plan outlining strategies, components and activities that districts might utilize in implementing the CCSS are based on CDE's suggestions and guidelines for California school districts, county offices of education, charter schools, and state special schools.

Fall 2013-Spring 2015 – (2013-14 & 2014-15 academic years)

The district will develop a Common Core State Standards local implementation plan.

As a condition of receiving CCSS implementation funds for new standards in English language arts and math to be spent over the next two years, the district will hold a public meeting and adopt the local **CCSS Spending Plan** at a meeting of the district's governing board.

The district governing board adopted the **CCSS Spending Plan** on [INSERT DATE PLAN WAS ADOPTED BY SCHOOL BOARD].

The following CCSS implementation activities from CDE guidance have been identified as consistent with the district's local needs and resources. The district plans to do the following:

Professional Development Aligned to CCSS

(NOTE: *the district will add/delete items according to local needs and resources – check all that apply*):

- Conduct local needs assessment to identify needs and set priorities for professional learning. The district will develop a local **professional learning plan** based on identified needs and full implementation in 2014–15.
- Support ongoing professional learning to promote transition to the CCSS based upon **priorities established in local plan**.
- Working in grade-level teams, district staff will compare/contrast the CCSS with the 1997 content standards.

- Utilize the CCSS Communication Toolkit as a guide for providing information on the CCSS to stakeholders.
(<http://www.cde.ca.gov/re/cc/documents/cdecommstoolkit.doc>)
- Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2013–14. (<http://www.cde.ca.gov/re/cc/ccssplm.asp>)
- Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practice.
- Continue site-based, grade level meetings to collaborate with colleagues.
- Participate in professional learning opportunities to deepen understanding and support implementation of the **English Language Development (ELD) Standards**.
- Utilize formative assessment data to inform curricular development.
- Generate and implement a **Formative Practices Plan** which includes areas of focus such as Learning Targets, Criteria for Success, Collecting Evidence, and Documenting Evidence.
- Summative Assessments - Debrief with staff and students on all elements of the Smarter Balanced Assessment Consortium (SBAC) summative assessment.
- Summative Assessment Follow up - Using feedback from debriefing with staff and students, plan adjustments to the following key instructional areas:
 - instruction and curriculum
 - formative practices
 - site-based assessments
 - expectations
 - learning goals
 - student/parent involvement
 - stakeholders' roles
- Participate in local professional learning opportunities designed to deepen understanding and support implementation of the revised **Career Technical Education (CTE)** standards.
- Measure improvement in the next year at both the district level and school level.
- The District Office will coordinate with site principals to support development of site-based plans for professional learning.

§ CDE Suggested Areas of Focus – Professional Development

- *Assessments - Visit SBAC's Web pages for information about summative and interim field tests. (<http://www.smarterbalanced.org/>)*
- *Subscribe to the CDE's CCSS Resources and SBAC Web pages listservs to remain apprised of the latest developments and resources related to CCSS systems implementation.*
- **Site-based Plans for Professional Development** - Create site-based plans for professional learning to ensure continuous improvement of instruction and a higher level of academic achievement for all students.
 - Principals will conduct site-based needs assessments to determine professional learning needs and will develop site-based plans. Resource: (<http://casel.org/in-schools/assessment/school-climate/>) The site-based plan will use feedback to implement the following:
 - Continuous collaborative meeting schedule
 - Meeting protocols
 - Adjustments to instruction and curriculum
 - Formative practices
 - Site-based assessments
 - Expectations
 - Learning goals
 - Student/parent involvement
 - Stakeholders' roles for improvement

Curriculum Aligned to CCSS

- Use supplemental instructional materials to review evaluation criteria for grades K–8 (<http://www.cde.ca.gov/ci/cr/cf/evaluationcriteria1-4-12.asp>) to identify CCSS that current materials *do not* support.
- Access CDE's CCSS Resource's Clearinghouse. (<http://www.cde.ca.gov/re/cc/clearinghouses.asp>)
- Develop lessons using resources from the library, internet, and primary source documents.
- Incorporate new skills required by the CCSS into the **district's instructional plan**.
- Utilize formative assessment data to inform curricular development.
- Continue to assess existing instructional materials and supplement them with resources from the library, internet, and primary source documents to develop CCSS-aligned lessons.

- English - Utilize the English Language Arts (ELA) curriculum framework as a blueprint for implementation of the ELA CCSS.
- Review and utilize the CDE’s supplemental instructional materials list to supplement existing instructional materials.
(<http://www.cde.ca.gov/ci/cr/cf/simrsupprograms.asp>).
- Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS.

§ CDE Suggested Area of focus - Curriculum:

- *Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and CDE presentations on iTunes.*
- *Utilize CCSS professional learning resources offered by professional organizations, California Subject Matter Projects, and your county office of education.*
 - **General:** *develop structures for interdepartmental collaboration to improve student literacy across the content areas*
 - **English Language Arts:** *text complexity, text-based questions and tasks*
 - *English - Promote awareness of the new ELA curriculum framework and utilize in professional learning opportunities as appropriate.*
 - **Mathematics:** *the standards for mathematical practice.*
 - *Math - Review list of SBE-adopted instructional materials for mathematics*
 - **Utilize word problems** *to provide students with opportunities to apply mathematical reasoning to **real-world challenges**.*
 - **Critical Thinking** - *Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level critical thinking.*
 - **Assessments** - *Include performance task assessments for end of unit/chapter assessment.*

Technology Integrated to CCSS

- Utilize CDE’s Online Technology Readiness Tool to evaluate current technology and infrastructure. (<http://www.cde.ca.gov/ta/tg/sa/sbac-itr-index.asp>)
- Visit Smarter Balanced Website for released test questions and constructed responses. (<http://www.smarterbalanced.org/sample-items-and-performance-tasks/>)
- Mirror the Smarter Balanced format into quiz/test questions and weekly writing prompts.

- Implement **Local Technology Plan**
(<http://www.cde.ca.gov/ls/et/ft/techplanning.asp>)
- Summative Assessments – Communicate with staff and students regarding the district and site plan for administration of the Smarter Balanced Assessment Consortium (SBAC) summative assessment.

§ ***CDE Suggested Areas of Focus – Technology***

- *Assessments - Visit SBAC's Web pages for information about summative and interim field tests. (<http://www.smarterbalanced.org/>)*
- *Technology - Review online technology strategy framework executive summary to evaluate current technology and infrastructure.*
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Technology-Strategy-Framework-Executive-Summary_2-6-13.pdf

2015+

Implement site-based plan with regular progress monitoring and reflection.