Mission Statement

California will provide a world-class education for all students, from early childhood to adulthood. The California Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

The California Department of Education (CDE) oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool and child care programs.

Our purpose is to provide for and support an effective educational system that affords every child the ability to attain their highest degree of education and to support the local educational agencies (LEAs) in this endeavor.

California’s Standards-Based Educational System

Academic content standards encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level. A standards-based system of education is an integrated system in which each element is an essential part of the whole. No single element ensures student achievement, and ineffective implementation of any aspect risks the success of the entire system. Each element informs the others to create a single plan for student mastery of the standards.

This system of clear expectations for student achievement promotes educational equity. This equity—ensured through universal access for all students—is the cornerstone to our educational philosophy. It’s from the results of our continuing research for and development of improved programs and instructional techniques that students will actually achieve their true potential for academic success. When this success is attained—when there is no measureable gap between the academic performance levels of student subgroups—we will have achieved true educational equality.

The SBE first adopted statewide academic content standards for English-language arts and mathematics in 1997. Since that time, California has been building an educational system based upon some of the most rigorous and well respected academic content standards in the nation. California’s standards-based educational system is one in which standards, curriculum, assessment, and accountability are aligned to support student attainment of the standards. Teachers and local school officials, in collaboration with families and community partners, use standards to help students achieve academic success.

The Common Core State Standards

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in career and college. The CCSS Initiative is a voluntary, state-led effort coordinated by the CCSSO and NGA to establish clear and consistent education standards.

The CCSS exist for English-language arts and mathematics, kindergarten through grade twelve. They are founded upon the best state standards; the experiences of teachers, content experts, and leading thinkers; and feedback from the general public. In addition, the standards are internationally benchmarked to the top performing nations to ensure that our students are globally
competitive. Parents, educators, content experts, researchers, national organizations, and community groups from forty-eight states, two territories, and the District of Columbia all participated in the development of the standards. The CCSS are rigorous, research-based, and relevant to the real world. On August 2, 2010, the SBE voted unanimously to adopt the CCSS. More information about the standards may be found on the CDE’s CCSS Resources Web page at [http://www.cde.ca.gov/ci/cc](http://www.cde.ca.gov/ci/cc).

**Common Core State Standards Systems Implementation Plan**

California’s adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California’s implementation of the CCSS renews its vision that all students graduating from our public school system be life long learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.

California is not only fully committed to the complete and successful implementation of the CCSS, it is now fully engaged in that process. Across all branches of the CDE, within county offices of education, at every level of LEA administrations, and in classrooms across the state, stakeholders are examining their education programs and preparing for full implementation of the CCSS.

There is much work to be done. Although California’s 1997 academic content standards and the CCSS for English-language arts and mathematics share many similarities in content and design, there are a number of notable differences between the two sets of standards. For example, since students are often required to write, research, and analyze non-literary texts in college and the workplace, the CCSS place an emphasis on developing literacy in history, science, and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real world challenges, helping students develop a depth of understanding and ability to apply mathematics to novel situations.

In addition, the new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. Elements such as these transcend subject matter and demand a re-examination of our existing system of professional learning, curricula development, assessments, and accountability. Further, California’s active participation in new CCSS system-related multi-state collaborations present the state with additional opportunities to expand and improve upon previous standards implementation efforts.

**Phases of Implementation**

Full implementation of CCSS systems will occur over several years and in the context of a continuous learning process. Accordingly, the plan exists within a framework of phases of the change process. The phases are straightforward yet lightly defined because for each program and project there exists an ongoing development and progression that must evolve both at the individual elemental level and the integrated systems level.

- **The Awareness Phase** represents an introduction to the CCSS, the initial planning of systems implementation, and establishment of collaborations.

- **The Transition Phase** is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.

- **The Implementation Phase** expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.

### 2011-2012

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<th>2011-2012</th>
<th>CDE/SBE Activity</th>
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| **Fall**  |                  | • Develop Hawthorne School District’s (HSD) local implementation plan based on full implementation of the Common Core State Standards (CCSS) system in 2014-2015  
• Subscribe to the California Department of Education’s (CDE) CCSS Resources and Smarter Balanced Assessment Consortium’s (SBAC) listservs to remain apprised of the latest developments and resources related to CCSS systems implementation  
• Attend workshops offered by the Los Angeles County Office of Education (LACOE)  
• Order copies of CDE publication A Look at Kindergarten Through Grade Six in California Public Schools for district and site administrators  
• Order Standards Finder for all district and site administrators |
| **Winter** |                  | • Provide administrators with opportunities for professional learning to develop understanding of difference between interim assessments and formative practices (based on the work of Moss and Brookhart)  
• Create Defined Observation Focus (DOF) online modules to support administrators during classroom walk-throughs  
• Form initial HSD Common Core Transition Team (CCTT), comprised of 35 special projects teachers, coaches, and teachers on special assignment  
• Build background knowledge with CCTT as to why the CCSS were developed/adopted and discuss the overall architecture of the new ELA standards  
• Review and utilize professional learning resources available from CDE on iTunes U with administrators |
| **Spring** |                  | • Working in grade-level teams through the CCTT, compare/contrast the CCSS with the 1997 content standards for ELA  
• Engage in implication coding of ELA standards with the CCTT to identify areas of strength and need  
• Examine step-ladder versions of the ELA standards with the CCTT and analyze learning progressions  
• Utilize online technology readiness tool to evaluate current technology and infrastructure  
• Recruit 15 classroom teacher representatives for the CCTT |
| **Summer** |                  | • Participate in LACOE CCSS professional development offerings  
• Hold CCSS overview session for new CCTT members  
• Present CCSS overview to HSD Board of Trustees |
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<th>2012-2013</th>
<th>CDE/SBE Activity</th>
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| **Fall**  |                 | - Participate in LACOE’s CCSS professional development offerings  
|           |                 | - Reconvne full CCTT to review ELA CCSS activities in preparation for site-based professional development  
|           |                 | - Review formative assessment material with administrators at weekly meetings and provide professional development on learning targets  
|           |                 | - Conduct site CCSS kickoffs and overviews in October  
|           |                 | - Form Assessment and Accountability Working Group (AAWG) of 12 administrators, coaches and special projects teachers to preview information related to the SBAC  
|           |                 | - Present SBAC overview to HSD Board of Trustees  |
| **Winter**| Revised ELD standards available (November) | - Form Middle/High School CCSS Math Pilot Team, comprised of 10 teachers and coaches, to plan site-based professional development activities around the new math standards  
|           |                 | - Engage in site-based professional development activities related to the ELA CCSS (K-12th) and mathematics CCSS (6th-12th)  
|           |                 | - Conduct professional development for administrators related to SBAC, depth of knowledge, and testing expectations  
|           |                 | - Apply for SBAC pilot assessments  
|           |                 | - Review SBAC release items, performance tasks, writing rubrics, and test design with AAWG  
|           |                 | - Conduct professional development for administrators utilizing the new CDE CCSS professional development modules  
|           |                 | - Conduct site-based professional development focusing on the formative assessment process and learning targets  
|           |                 | - Look for evidence of learning targets during classroom observations and walks  
|           |                 | - Work with AVID teams to identify existing strategies/resources that support the CCSS  
|           |                 | - Align Transitional Kindergarten (TK) content standards with the CCSS and Preschool Learning Foundations  |
| **Spring**| SBAC pilot tests administered (April/May)  
|           | Supplemental instructional materials review posted | - Continue site-based professional development activities  
|           |                 | - Analyze existing benchmarks to assess higher-level thinking, constructed responses, synthesis, and collaboration  
|           |                 | - Continue to look for evidence of learning targets during classroom observations and walks  
|           |                 | - Develop protocols for implementation of strategies to support ELA CCSS (K-12) and math CCSS (6th-12th) - Pilot protocols and strategies with CCTT members  
|           |                 | - Administer SBAC pilot assessments at selected schools  
<p>|           |                 | - Map out middle/high school mathematics course offerings through 2016  |</p>
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|           |                 | • Identify standards that current materials do not support and begin to incorporate new skills found in the CCSS into instructional planning/Identify high-quality curriculum resources  
|           |                 | • Support content teachers in understanding the literacy standards  
|           |                 | • View CCSS “bridge materials” at LACOE materials fair |
| Summer    |                 | • Begin to revise ELA and middle school math benchmark assessments to reflect expectations of CCSS  
|           |                 | • Identify opportunities to expose teachers to new strategies for implementing the CCSS in ELA  
|           |                 | • Convene a reconstituted CCTT to analyze CCSS mathematics standards, engage in implication coding, and identify potential instructional impacts for K-5th  
|           |                 | • Develop performance tasks for use in 2013-2014 |
| 2013-2014 | CDE/SBE Activity | Activity |
| Fall      | Mathematics curriculum framework released (November) | • Engage in site-based professional development activities related to the CCSS for mathematics in grades K-5  
|           |                 | • Utilize the mathematics curriculum framework as a blueprint for implementation of the mathematics CCSS  
|           |                 | • Promote local awareness of the assessment transition plan, SBAC assessments, and purposes/uses of assessment  
|           |                 | • Pilot new instructional strategies during math instruction with CCTT members in 6th-12th, with an emphasis on full integration in 6th grade  
|           |                 | • Pilot new instructional strategies during ELA instruction with all teachers, with an emphasis on full integration in kindergarten and first grade |
| Winter    |                 | • Continue site-based professional development activities  
|           |                 | • Conduct professional development in the area of effective teacher feedback to enhance work with learning targets  
|           |                 | • Pilot new instructional strategies during math instruction with CCTT members |
| Spring    | Math adoption list available  
|           | ELA curriculum framework released (May) | • Promote awareness of the new ELA curriculum framework and utilize it in professional learning opportunities  
|           |                 | • Look for evidence of effective teacher feedback in classrooms  
|           |                 | • Identify opportunities to expose K-5 teachers to new strategies for implementing the CCSS in mathematics  
|           |                 | • Provide professional development related to draft science/social studies standards |

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<th>Year</th>
<th>CDE/SBE Activity</th>
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<td>2013-2014</td>
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<tr>
<td>Summer</td>
<td>• Supplemental materials list for ELD available</td>
<td>• Utilize the ELA curriculum framework as a blueprint for full implementation of the ELA CCSS</td>
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<td>2014-2015</td>
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<td>Fall</td>
<td></td>
<td>• Provide ongoing professional development to support full implementation of the CCSS at all grade levels in ELA and mathematics</td>
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<tr>
<td>Winter</td>
<td></td>
<td>• Ensure that technology is in place to administer SBAC assessments</td>
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<tr>
<td>Spring</td>
<td>• Operational summative assessment administered</td>
<td>• Review with staff all elements of the SBAC summative assessment</td>
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<td>• Using feedback from collaboration, continue to make adjustments to curriculum, instruction, formative assessment practices, expectations and learning targets</td>
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<td>Summer</td>
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<td>• Create site-based plans for professional learning to ensure continuous improvement of instruction and a higher level of academic achievement for all students</td>
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<td>2015+</td>
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<td>• Implement site-based plans with regular progress monitoring and reflection</td>
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