Common Core State Standards Systems Implementation Plan for California

March 2012

COMMON CORE STATE STANDARDS CALIFORNIA

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Introduction

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.

Acknowledgements

This Common Core State Standards (CCSS) Systems Implementation Plan has been developed by the CDE under the leadership of State Superintendent of Public Instruction Tom Torlakson and the California State Board of Education (SBE), and is presented to the California State Legislature, Governor Edmund G. Brown Jr., and the people of the State of California.

The Purpose of This Document

The CCSS Systems Implementation Plan identifies major phases and activities in the implementation of the CCSS throughout California's educational system. The plan describes the philosophy of and strategies for the successful integration of new kindergarten through grade twelve academic content standards that permeate both well before and far beyond these grade levels.

While it provides a pathway for activities related to implementation, this document is not designed to be an exhaustive task list. Nor is its purpose to identify or discuss the specifics of the standards themselves—many other resources produced by the CDE and its collaborative partners provide reviews and analyses of the CCSS.

LEAs should use this plan to develop their own specific CCSS implementation plans in order to meet their own local needs. This plan provides LEAs with information on the CCSS alignment work of statewide programs that involve most, if not all, LEAs. It also includes information on many specific resources they may wish to utilize and implementation activities in which they may choose to participate.

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—will we 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.

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.

California's Diverse Stakeholders

A systems approach to implementing the CCSS provides coherence and necessitates extensive communication and collaboration among all of California's educational stakeholders. The CDE is working diligently to ensure clear communications and expectations, and this document is an important component of this goal. Yet, without the engagement and assistance of all educational stakeholders, the CDE cannot successfully oversee the implementation of the CCSS. The role of each stakeholder group in contributing to the implementation is vitally important to the success of the plan.

The CCSS were created by representative groups of teachers, administrators, parents, content experts, and education professionals, each bringing a unique educational perspective into the development. For the implementation of the CCSS to be successful, it will take a vast majority of all members of these groups working to achieve the common goals.

Teachers are the front line in implementing the CCSS—they create and provide daily classroom lessons. School site administrators provide teachers with instructional leadership and maintain a safe learning environment for both students and teachers. District administrations and elected boards can establish policies designed to facilitate state and federal programs and empower teachers and site administrators with local creativity and flexibility. County offices of education can provide technical assistance and professional learning support at the regional level for the schools and districts they serve.

The CDE and the SBE are the entities responsible for integration of the CCSS into the statewide educational system. They implement the law established by state and federal elected officials through administration of statewide programs. State and federal elected officials can support implementation by creating and opening doors for opportunity.

Working with state officials and local districts, institutions of higher education can seek to cultivate student college readiness, and in working with the Commission on Teacher Credentialing, can ensure high quality teacher preparation.

But beyond these governmental groups, a wide array of community partners can seek to support educators in many ways. Professional organizations, including those supporting and representing educators, are a key component in providing information, feedback, and support throughout the implementation process. This document not only charts the path for CCSS systems implementation but illuminates opportunities for extensive involvement.

The role of the families, parents, and guardians is all encompassing. Involvement at every level of their student's

education is fundamental for a student's personal success. Families, parents, and guardians can ensure that students arrive at school ready to learn, provide quiet time and space at home for students to study, and stay involved in students' learning through positive engagement about their academic work and social interactions. Additionally, there are many opportunities for involvement at the school site, providing support for administrators, teachers, and the students.

Of all stakeholders, students are perhaps the most ready to implement the new standards. Offered engaging content by well-prepared teachers using effective strategies, students will respond with determined interest and perform to their best ability. The role of every other stakeholder group is to ensure that the students—all students—gain meaningful access to the content and that all necessary support systems are in place.

In reviewing this document, stakeholders should note instances for potential involvement. For various groups, these opportunities may be different. Teachers and administrators may wish to participate in professional learning opportunities. Families may wish to view CDE-sponsored Webinars or review publications such as *A Look at Kindergarten through Grade Six in California Public Schools.* In many cases, the opportunity for stakeholder input will be more open-ended. For example, the SBE invites public comment on meeting agenda items. In other instances, the CDE will seek stakeholder feedback on particular issues. Involvement may be as easy as subscribing to a listserv for information on a particular topic. Opportunities abound, and the CDE and SBE welcome and encourage participation.

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.

Guiding Strategies

As a structural framework for activities, and the phases into which they fall, the plan is grounded in seven guiding strategies for implementation. These strategies encompass all areas of our educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The seven guiding strategies for CCSS systems implementation are:

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, guardians, and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.
5. Collaborate with the 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.

Transformation

Within each of these seven strategies exists the basis for the work to be done, the major work projects, and what that work will ultimately establish in terms of full transformation to the CCSS systems. While a plan usually starts at the beginning, this plan first establishes what transformation to the CCSS systems will look like. Each strategy begins with what we know we want—and what we know we need to achieve—in transforming to an integrated system of CCSS education. For many of the strategies, the list of indicators of transformation is quite detailed. However, the indicators of transformation for the CCSS system as a whole are relatively simple. In essence, we will know that our educational system has been transformed when teachers across the state, informed by student assessment data gleaned from CCSS-aligned tools, employ differentiated instructional strategies to support the success of every student in attaining the standards. Quite simply, California's students, supported by a network of engaged and informed stakeholders, will graduate from high school prepared to transition to career and college successfully.

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.

Successful implementation of the CCSS requires strong instructional leadership in every school and well-prepared teachers in every classroom. In order for any standards-based system to be successful, educators must possess a thorough understanding of what students are expected to know and be able to do, as well as an array of instructional strategies designed to support every student in meeting those expectations. There are a number of differences between the California content standards adopted in 1997 and the CCSS. It is critical to the success of the CCSS system that every educator, at every stage of his or her career, has access to high quality professional learning opportunities that develop facility with the new standards and a variety of instructional strategies that will support student attainment of them.

The CDE will work with the Commission on Teacher Credentialing (CTC) to ensure that pre-service teachers and administrators have access to programs that provide the pedagogical and content knowledge needed to successfully support student attainment of the CCSS. Similarly, induction programs will reflect and support effective teaching of the CCSS-aligned material. Collaborations with higher education and the coordination of programs will guide revisions to teacher competencies, credentialing, and course work for students in all teacher preparation and credentialing programs.

The CDE will also collaborate with various educational entities; including the county offices of education, educator professional associations, and stakeholder organizations; to ensure that existing and newly developed CCSS-aligned resources are efficiently and adequately distributed to educators throughout California and will maintain ongoing communication with the higher education community in the development of professional learning resources for educators.

The CDE will compile a list of professional learning activities and resources that are currently available and conduct needs surveys to determine what professional learning activities and resources are most needed by LEAs. The CDE will then form a design team to develop criteria for new professional learning modules designed to meet the identified needs of educators. Modules will be available for both individual study and group activity, web-based and school-based delivery, and will assist in the implementation of the CCSS and increase the effectiveness of teachers based on the *California Standards for the Teaching Profession* and the *Learning Forward Standards for Professional Learning.* Topics will include instructional strategies to support all learners including English learners, pupils with disabilities, and underperforming students; instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration and communication skills; the integration of subject area content knowledge; and instructional leadership and coaching. The CDE will refine its existing Professional Development Opportunities Web site to identify activities aimed at transitioning to the CCSS.

Traditionally, once the SBE adopts standards, the CDE develops new curriculum frameworks that provide guidance regarding instructional strategies to support student achievement of the standards. In 2009, California enacted a series of laws that suspended the framework development process. This process will resume in January 2012. To support transition to the CCSS until

the curriculum frameworks are revised, the CDE has developed and published a grade-level curriculum document, *A Look at Kindergarten Through Grade Six in California Public Schools*, that includes substantial material to support the transition to the CCSS. The CDE will continue to develop materials that promote familiarity with the CCSS and implementation of the CCSS system, and collaborate with professional organizations to conduct presentations and workshops at regional and statewide conferences.

Historically, socio-economically disadvantaged and linguistic minority student subgroups have experienced a gap in student achievement as compared to their non-disadvantaged and native English-speaking counterparts. The CDE will continue to use Title I resources for schools and LEAs to strengthen the academic achievement of students not meeting state standards and will create and promote professional learning opportunities and resources to support teachers in addressing the diverse needs of all students.

The CDE will partner with LEAs regarding potential programmatic refinements designed to align with various assessments and will promote familiarity with SMARTER Balanced Assessment Consortium (SBAC) assessments and how they may be used to inform instruction.

Indicators of Transformation

Educators will have access to professional learning opportunities that promote best practices for teaching all students, including our youngest students, gifted students, students with disabilities, English learners, and underperforming students. Educators will know how to use student data provided by SBAC assessments to inform their practice and will be prepared to differentiate instruction to meet the needs of all students.

Teacher and administrator credentialing and induction programs will align to the CCSS. Pre-service educators will be familiar with the standards and possess a range of instructional strategies that support student attainment of them. A multitude of professional learning resources that support best practices as related to CCSS-aligned instruction will be available. Various providers of professional learning opportunities will continue to work in collaboration with the CDE to create methods of delivery that include online portals and discussion boards, resource Web pages, Webcasts, workshops, seminars, and publications. CDE staff will regularly survey school, district, and county office personnel to assess needs and continue to provide technical assistance and develop new resources in response to stakeholder feedback. The revised curriculum frameworks will provide instructional guidance to classroom teachers and serve as the basis for professional development on the CCSS and their implementation for teachers and administrators.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Development of Professional Learning Modules	◆ Identify high-quality professional learning opportunities that are aligned to CCSS and representative of the SBAC assessments (fall 2011) ◆ Compile a list of existing state and national professional learning activities (2012) ◆ Conduct a needs assessment of LEAs to determine and prioritize professional learning needs (November 2011–January 2012) ◆ Establish a design team to develop guidelines for professional learning modules (January 2012) ◆ Collaborate with stakeholders to establish a work plan for professional development activities and priorities (November 2011–January 2012)	◆ Participate in development of professional learning opportunities created by county offices of education and other providers of professional development (June–December 2011) ◆ Develop guidelines for model professional learning modules based upon the Standards for Professional Learning and the California Standards for the Teaching Profession (CSTPs) (February 2012) ◆ Oversee development of the first set of 4–6 professional learning modules (July 2012) ◆ Inform LEAs of allowable use of federal supplemental funds (i.e., Title II) in professional learning opportunities aligned to the CCSS	◆ Conduct Web-based and site-based seminars for facilitators on professional learning modules (July 2012–September 2013) ◆ Conduct evaluation of effectiveness of existing modules and revise as needed ◆ Develop 8–10 new modules as needed (September 2013)
Educator Preparation and Induction Programs	◆ Discuss with the CTC the need to review the teacher preparation and Beginning Teacher Support and Assessment (BTSA) program requirements, as well as teacher performance expectations for necessary changes for alignment to the CCSS ◆ Communicate with institutions of higher education regarding the CCSS and new requirements for teacher and administrator preparation programs ◆ Build collaborations with the higher education community to align teacher competencies and standards for special education programs and credentialing	◆ Work with the CTC to incorporate new requirements into teacher preparation and BTSA programs and create teacher performance expectations ◆ Work with institutions of higher education to revise teacher and administrator preparation programs to align with the CCSS and new CTC requirements ◆ Collaborate with higher education, addressing teacher preparation issues for early childhood and career technical education, English learners , students with disabilities, underperforming students, use of assessment data to inform instruction, and integration of the CCSS	◆ Work with BTSA Regional infrastructure to ensure CCSS are included within local BTSA programs ◆ Support institutions of higher education implementation of CCSS in appropriate coursework

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Transition Document	◆ Develop a K–6 grade-level curriculum document that includes sections on professional learning in terms of transitioning from the 1997 standards to the CCSS in addition to sections on all of the subject areas for which there are state-adopted content standards (2011)	◆ Publish the grade-level curriculum document online (spring 2011) ◆ Prepare, conduct, and record a series of Webinars for the grade-level curriculum document (2011)	◆ Archive the grade-level curriculum document Webinars online (2011) ◆ Publish and promote *A Look at Kindergarten Through Grade Six in California Public Schools* (fall 2011)
Outreach	◆ Prepare professional learning focused presentations and workshops to promote awareness of the CCSS ◆ Reach out to educational organizations/associations regarding availability of CDE staff to provide informational presentations	◆ Schedule and conduct presentations and workshops at professional learning conferences ◆ Continue to solicit stakeholder organizations for opportunities to present workshops at state-wide and regional conferences and meetings to familiarize stakeholders with the CCSS	◆ Post professional learning presentations online ◆ Maintain and strengthen collaborative relationships with stakeholder organizations. ◆ Continue to develop and provide new relevant presentations as implementation progresses
Web-based Promotion of Professional Learning Opportunities	◆ Develop informational materials to promote awareness of the CCSS ◆ Establish partnership with Apple, Inc. to develop and design CDE on iTunes U (spring 2010) ◆ Establish CDE's CCSS Resources Web page (summer 2010) ◆ Refine existing professional learning Web site to better communicate activities aimed at the transition to CCSS (2012) ◆ Identify professional development content, resources, videos, and CDE hosted or sponsored web portals that should be modified to address CCSS	◆ Post informational materials on CCSS Resources Web page and CDE on iTunes U ◆ Collaborate with stakeholders to gather and review materials to include on CDE on iTunes U ◆ Provide a series of Webinars and presentations on the CCSS and develop a library of CCSS-related resources available online ◆ Modify content and resources as necessary ◆ Establish and promote listserv to notify educators and the public about CCSS resources and professional learning opportunities (summer 2011)	◆ Post recordings of webinars and presentations on CDE on iTunes U ◆ Maintain and continually update a library of resources, webinars, and presentations regarding the CCSS ◆ Maintain and continually update clearinghouse for professional learning resources and opportunities ◆ Disseminate information to LEAs about the availability of updated online resources as well as professional learning modules ◆ Maintain, expand, and promote listserv to notify educators and the public about CCSS resources and professional learning opportunities

Suggestions and Opportunities for LEAs

2011–12	2012–13	2013–14	2014–15
◆ Support professional learning to promote awareness of and familiarity with the CCSS ◆ *Area of focus*: Compare and contrast the CCSS with the 1997 content standards ◆ Conduct local needs assessment to identify needs and set priorities for professional learning and develop 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 ◆ *Areas of focus* may include: ◆ Mathematics: the standards for mathematical practice, modeling, and content shifts in mathematics for grades K-8 ◆ English language arts: text complexity, text-based questions and tasks, developing literacy across the content areas, writing informational text collaborative conversations, the new English Language Development (ELD) standards ◆ New Challenges: transitioning to the SBAC assessment system, effective utilization of technology and media, 21st century skills, career and college readiness		◆ Provide professional learning to support full implementation of the CCSS ◆ *Areas of focus*: content shifts in mathematics, transition to SBAC assessments
◆ Utilize new resource from the CDE: *A Look at Kindergarten Through Grade Six in California Public Schools* and companion Webinars	◆ Utilize new resources from the CDE: New professional learning modules (available summer 2012)	◆ Utilize new resources from the CDE: New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014)	

◆ 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 and utilize resources as appropriate
◆ Regularly review the CDE's Professional Development Opportunities Web page and utilize resources as appropriate
◆ Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and presentations on CDE on iTunes U
◆ Utilize CCSS professional learning resources offered by professional associations and your county office of education
◆ Participate in California Subject Matter Projects offerings for research-based instructional strategies and assessment tools

2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.

The traditional implementation of new academic content standards in California has been the progressive pathway of the development, review, and adoption of standards, curriculum frameworks, instructional materials, and assessments. Due to fiscal crisis, the state enacted a series of laws beginning in 2009 designed to create flexibility for LEAs. These laws suspended the authority of the CDE to initiate curriculum frameworks development and the authority of the SBE to adopt any new materials until July 2015. However, due to the passage of Assembly Bill 250 (Statutes of 2011), the CDE is now revising the curriculum frameworks for mathematics and English language arts . These new curriculum frameworks will provide instructional guidance aligned to the CCSS and will provide publishers with criteria for the development of new instructional materials.

While instructional materials adoptions remain suspended, the CDE is conducting a review of supplemental instructional materials that will bridge the gap between SBE-adopted programs currently being used by LEAs and the new CCSS. Once the review is complete, the CDE will list on its Web site these CCSS-aligned materials designed to help LEAs transition to the new standards.

Fundamental to California's concept of successful instruction is the assurance of universal access for all students—which means that all students must have meaningful access to the content in order to achieve their own highest potential. The CDE continues to strive to ensure that instructional resources, including those that are developed to support student attainment of the CCSS, are designed to meet the many different needs of California's diverse student population, including gifted students, adult students, English learners, migrant students, students with disabilities, as well as students with disabilities who are English learners.

A revision of the English Language Development (ELD) standards is crucial to successful implementation of the new CCSS. Nearly 25 percent of California's students are English learners, and the ELD standards establish what students must know and be able to do as they move toward full fluency in English. With the passage of AB 124 (Statutes of 2011), California is embarking upon a revision of the ELD standards to bring them into full alignment with the CCSS and will include the revised standards in the new curriculum framework for English language arts.

Additionally, as technology-based materials become more common, the CDE will continue to promote the use of platform-neutral software and adaptive technology—both in curriculum and assessments.

Indicators of Transformation

Revised curriculum frameworks will provide instructional guidance on the CCSS and provide the criteria for development of new instructional materials. The frameworks will provide information regarding strategies for universal access, use of assessments to inform instruction, and tiered interventions for any students not meeting the CCSS; and stakeholders will utilize them to improve the achievement of all students. Students will have the opportunity to access CCSS-aligned curriculum via a variety of formats, including digital technology that will also be capable of supporting assessment administration.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Standards Documents		◆ Publish and present in print and online the CCSS with CA additions ◆ Translate the CCSS with CA additions into Spanish	◆ Publish and present in print and online the Spanish translation of the CCSS with CA additions
English Language Development Standards	◆ Convene five regional focus group meetings to gather input on the revision of the ELD standards (February 2012) ◆ Convene education experts to update the ELD standards (April-June 2012) ◆ Align the ELD standards to the CCSS for ELA ◆ Hold two public hearings for stakeholder input (July-August 2012) ◆ Present the revised ELD standards to the SBE for action (August 2012)	◆ Announce adoption of the revised ELD standards (fall 2012) ◆ Publish in print and online the revised ELD standards ◆ Incorporate new ELD standards into revised ELA framework	◆ Develop an introduction to the revised ELD standards and present at conferences and in Webinars
Supplemental Instructional Materials	◆ Develop a plan and timeline for the review of supplemental instructional materials aligned to the CCSS (2011–12) ◆ Brief publishers on the review (2011–12) ◆ Post an information page and FAQ on the review (2011)	◆ Develop evaluation criteria and review timelines for SBE action (January 2012) ◆ Recruit and train reviewers (June 2012) ◆ Conduct reviewer deliberations; develop a report of findings (September 2012) ◆ Hold meetings for public comment (fall 2012) ◆ Submit to the SBE for action the report of findings (November 2012/January 2013)	◆ Post list of recommended supplemental instructional materials online (February 2013) ◆ Provide ongoing support to the field on issues related to instructional materials and the CCSS (e.g., instructional materials funding, sufficiency)

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Curriculum Frameworks	◆ Develop a plan and timeline for the revision of the curriculum frameworks for mathematics and ELA to incorporate and support the CCSS	◆ Submit to the SBE a timeline and general plan for the framework revision and Curriculum Framework and Evaluation Criteria Committee (CFCC) applications for mathematics (January 2012) and ELA (May 2012) ◆ Convene four regional focus groups for each framework to gather input on the revision of the framework and submit a report to the SBE (February-March 2013 math; May-June 2013 ELA) ◆ Submit to the SBE the Instructional Quality Commission (IQC)-recommended CFCC applicants and guidance for the revision of the framework (July 2012 math; November 2012 ELA) ◆ Contract with writers/content experts to draft the revised frameworks (2012) ◆ Conduct two 60-day public review periods and make recommendations to the IQC and SBE regarding the comments received (2012 math; 2013 ELA) ◆ Submit the CFCC-recommended revised curriculum frameworks to the SBE for action (November 2013 math; May 2014 ELA)	◆ Announce adoption of revised frameworks (November 2013 math; May 2014 ELA) ◆ Publish in print and post online the revised curriculum frameworks ◆ Develop and present an introduction of the revised frameworks to LEAs, including presentations at conferences and in Webinars ◆ Provide the revised curriculum frameworks in the form of an “app”
Instructional Materials Adoptions	◆ Plan timeline for future CCSS-aligned instructional materials adoptions for kindergarten through grade eight following the July 1, 2015 expiration of legislative suspension	◆ Initiate cycle of new adoptions following the July 1, 2015 expiration of legislative suspension of SBE instructional materials adoptions. ◆ Promote increased use of platform-neutral technology-based instructional resources	◆ SBE adopts CCSS-aligned instructional materials for mathematics (2016) and ELA (2018)

Suggestions and Opportunities for LEAs			
2011–12	**2012–13**	**2013–14**	**2014–15**
◆ Review current instructional materials and identify material which aligns to CCSS ◆ Identify CCSS that current materials do not support (use supplemental instructional materials review evaluation criteria for grades K-8) and develop lessons using resources from the library, internet, and primary source documents	◆ Continue to assess existing instructional materials and supplement them with resources from the library, internet, primary source documents, and materials on the CDE's supplemental instructional materials list (available fall 2012) to develop CCSS-aligned lessons		
◆ Subscribe to the CDE's Common Core State Standards Resources Web page listserv to remain apprised of the latest developments in CCSS systems implementation, curriculum frameworks development, and the supplemental instructional materials review process. ◆ Apply to serve as a member of the Instructional Quality Commission, participate in regional focus groups, or serve as a reviewer of supplemental materials.	◆ Participate in public comment meetings for supplemental instructional materials (fall 2012) ◆ Submit public comment on the curriculum frameworks (math: 2012, ELA: 2013)	◆ Review curriculum frameworks (math: fall 2013, ELA: spring 2014)	
◆ Participate in public hearings for the revised ELD standards (spring 2012)	◆ Review SBE-adopted new ELD standards		

3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

Standards-aligned assessments assist in providing information about student progress towards full attainment of the standards. In a standards-based system, student assessment data is used to inform instructional practice and professional learning activities at the district, school, and classroom level.

On June 9, 2011, California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state. The SBAC is a national consortium of 29 states that have been working collaboratively to develop a student assessment system aligned to the CCSS. Of those, California is one of 22 governing states, which allows decision-making participation.

The SBAC is developing a system of online, computer adaptive summative assessments, optional interim assessments, formative resources and tools, professional development resources, and an online reporting system that will allow educators to readily access information regarding student progress toward the standards. California's educators, along with educators from the other 28 SBAC states, will have the opportunity to provide feedback on draft content specifications, test item development, test scoring, formative tool development, range-finding and score validation, and designing score reports and Web tools.

The SBAC is developing assessments for mathematics and ELA for students in grades 3 through 8 and grade 11. SBAC assessments will not assess students with significant disabilities as they will still take the California Alternate Performance Assessment.

California will continue to address questions regarding the assessment of students in grades 2, 9, and 10 and subjects beyond mathematics and English language arts as it transitions to the next generation of assessments. Pursuant to Assembly Bill 250 (Statutes of 2011), the CDE will work with stakeholders to develop an assessment transition plan that reflects input from the educational field about assessments that are not provided by SBAC. The CDE will present a report regarding the assessment transition to the California State Legislature by November 1, 2012.

To support the transition to the new assessments, the CDE and SBAC will develop Webinars and digital presentations for administrators, teachers, parents, and students to introduce adaptive computer testing and to also help teachers, counselors, and other school service personnel explain individual assessment results to students, parents, and community members.

In addition, the transition to the CCSS, along with the eventual reauthorization of ESEA, will require a redefinition of the school and LEA accountability structure in California. This process will include review and revision of tools created to assist schools and LEAs that fall below established performance targets. The CDE developed the current tools in conjunction with stakeholder groups; these groups, along with representatives from LEAs, will assist in the process of revising them to align with the CCSS and related assessments.

Indicators of Transformation

As the system is transformed, teachers will have access to SBAC formative assessment strategies and tools to use in their classrooms. The formative tools and resources will assist teachers in adjusting instructional strategies as needed. Assessment interpretation resources will help teachers and administrators interpret student results and use the results to inform students and parents about student progress and also to target classroom instruction. Special education staff will be trained on the participation of students with disabilities in the SBAC system and alternate assessments for students with disabilities. Online Web pages will provide pathway access to multiple resources within and outside of the CDE. Professional learning opportunities provided through Webcasts, workshops, and seminars will include assessment and accountability information.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
SMARTER Balanced Assessment Consortium	◆ Establish 10 work groups comprised of CDE staff to review and inform SBAC processes (summer 2011) ◆ Complete item writing and review activities (summative and interim assessments) (ongoing until 2013–14) ◆ Communicate with test vendors regarding revisions of deliverables affected by the changes	◆ Maintain involvement with SBAC work groups, guidance, and the field to keep abreast of outreach to the diverse needs of all students ◆ Pilot testing of summative and interim assessments conducted (spring 2013) ◆ Begin field testing of summative and interim assessments (spring 2014)	◆ Summative and interim assessments aligned to the CCSS available (2014–15) ◆ Formative resources and tools available on-line (2014–15) ◆ Administer operational summative assessment (spring 2015)
Transition to New Assessment System	◆ Collaborate with stakeholders to develop assessment transition plan (2011–12) ◆ Assess stakeholder need for professional learning opportunities regarding new assessment system ◆ Establish SBAC page on the CDE Web site (summer 2011) ◆ Utilize online technology readiness tool (being developed on behalf of the national assessment consortia) to evaluate current technology and infrastructure of LEAs (March 2012)	◆ Present assessment transition plan to Legislature (November 2012) ◆ Plan and deliver professional learning opportunities for all components of the assessment system ◆ Maintain and regularly update the SBAC Web page to provide current information regarding the new assessment system ◆ Use information from technology readiness tool and input from LEAs to identify technology gaps and develop a plan that identifies strategies to be technologically ready to implement the SBAC assessment system	◆ Collaborate with Legislature to transition to next generation of assessments ◆ Develop additional resources to assist stakeholders in the transition to the new assessment system as needs and opportunities develop ◆ Promote CDE's SBAC Web page listserv as means of accessing current information and opportunities for stakeholder involvement ◆ Implement LEA technology update plan

Suggestions and Opportunities for LEAs			
2011–12	**2012–13**	**2013–14**	**2014–15**
◆ Subscribe to CDE's SBAC Web page listserv to remain apprised of the latest developments and resources for professional learning regarding the new assessment system.	◆ Monitor CDE's SBAC Web page for opportunities to participate in pilot testing	◆ Monitor CDE's SBAC Web page for opportunities to participate in field testing	◆ Administer operational summative assessment
◆ Compare/contrast CCSS with current content standards and begin to incorporate new skills in the CCSS into instructional planning	◆ 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		
◆ Visit CAHSEE and STAR's Web sites for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts	◆ Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level thinking. For example, a question may ask, "What tone does the author use in the article?" Elevate the question to, "Which words or phrases set the tone of this article?" Or, "Replace words or phrases to change the tone of this article from impersonal to friendly." For mathematics, utilize word problems to provide students with opportunities to apply mathematical thinking to real-world challenges.		
◆ Participate in public meetings regarding development of assessment transition plan	◆ Monitor CDE's SBAC Web page for information regarding the assessment transition plan	◆ Promote local awareness of the assessment transition plan, SBAC assessments, and purposes of assessment	
◆ Utilize online technology readiness tool to evaluate current technology and infrastructure	◆ Use information from tool to identify technology gaps and develop a plan that identifies strategies to update technology	◆ Implement technology plan	◆ SBAC assessments and resources available online
◆ Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices	◆ Generate and implement a "Formative Practices Plan" which includes Learning Targets, Criteria for Success, Collecting Evidence, and Documenting Evidence	◆ Visit SBAC Web site for ideas (formatting, scope) on formative practices and professional development	◆ SBAC formative resources and tools available online

4. Collaborate with parents, guardians and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.

The path to academic and personal success begins well before students enter kindergarten, and programs beyond the regular school day can have significant positive effects on student achievement. To support student attainment of the CCSS, the CDE will work closely with parents, guardians, and parent organizations to develop and disseminate tools that provide families with information about the new standards and explain how they are designed to prepare children not for success in career and college, but throughout their K–12 education.

The CDE, with the support of the California Preschool Instructional Network, will also work with parents, guardians, teachers, and the early childhood community to ensure that preschool programs and experiences and transitional kindergarten (TK) curricula provide students with a strong foundation for success with the CCSS when they enter kindergarten. Additionally, the CDE will conduct outreach and professional development activities to enable district administrators, school principals, and after school/extended day program directors to effectively work together to enrich and augment regular day learning experiences related to the CCSS.

The CDE has posted its *California Infant/Toddler Learning and Development Foundations* and the *California Preschool Learning Foundations* (early learning foundations) on the CDE web site for easy accessibility and makes presentations at early childhood conferences on both. These early learning foundations are aligned to the CCSS and include ELD foundations for preschool-aged children. The CDE will continue to collaborate with the early childhood community to promote the use of these documents as precursors of the CCSS.

Work is underway to align the preschool foundations to the kindergarten CCSS for the early childhood field. The resulting alignment document will inform the development of TK curricula and best practices.

The CDE will continue to provide technical assistance to inform parents and guardians about how they can be involved in the education of their children and be active participants in assisting their children to meet the CCSS. The CDE will also provide technical to homeless educational programs and private school educators to assist outreach to parents and support to students in school and other settings.

The CDE will support the development of documents and professional development focused on parents, guardians, and the early childhood, after school, adult education, and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting, including technical assistance and translation support.

Indicators of Transformation

California's early childhood programs will use the early learning foundations, their companion curriculum frameworks, and Desired Results child assessment results to inform curriculum planning and practices leading to more positive child outcomes. Professional learning opportunities will teach early childhood professionals to utilize the early learning foundations and their companion curriculum frameworks, and the use of the documents will be incorporated into early childhood education (ECE) coursework at all California colleges and universities that conduct ECE programs. The early learning foundations-CCSS alignment document will inform TK curricula and best practices. Educational programs that extend beyond the K–12 school day will infuse the CCSS to support student attainment of the standards. Parents, guardians, and the after school/extended learning communities of all students will understand how CCSS will successfully

support their students' education and how they can participate in shaping local implementation.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Early Childhood Education	◆ Collaborate with partners to offer training on California's early learning foundations to ECE ◆ Post California's early learning foundations on the CDE Web site ◆ Develop and Web-post a document that demonstrates alignment between the early learning foundations and the CCSS (fall 2011) ◆ Use the early learning foundations to inform development, revision, and updating of resources; reflecting the diversity of California's youngest children. ◆ Facilitate access to professional learning opportunities on the early learning foundations	◆ Develop a method to ensure that all professional development providers of CDE-sponsored training have deep knowledge of the early learning foundations and how they correspond with their given training content ◆ Release the *Infant/Toddler Curriculum Framework* (spring 2012) ◆ Release the final volume of the *Preschool Learning Foundations* and its companion *Curriculum Framework* (fall 2012) ◆ Provide training to explain the alignment of the early learning foundations to the CCSS to local child care resource and referral agencies local child care planning councils, professional development providers, and institutions of higher education	◆ Provide professional learning opportunities in local early learning communities so that all early childhood professionals will utilize the early learning foundations and their companion curriculum frameworks ◆ Develop a certificate system to acknowledge early childhood educators who have completed training or coursework on the full set of early learning foundations; use this system to track the level of implementation
Transitional Kindergarten	◆ Develop and Web-post an alignment document that clearly explains how the early learning foundations align with the CCSS and can be used to inform development of TK curricula (winter 2012) ◆ Work with contractors to align the kindergarten CCSS to the *Preschool Learning Foundations*	◆ Promote the use of the alignment document as a tool to develop TK curricula that supports the CCSS and incorporates developmentally appropriate best practices ◆ Include a chapter containing information regarding alignment between the CCSS and the early learning foundations in the final volume of the *Preschool Learning Foundations* (fall 2012)	◆ Collaborate with the California Preschool Instructional Network to provide training regarding the implementation of the CCSS for TK with all stakeholders

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Parent/Guardian Engagement	◆ Collaborate with stakeholders to develop materials for families of diverse students to promote awareness of the CCSS and resources and strategies that will support student attainment of the standards ◆ Incorporate family and community engagement into the professional learning modules, curriculum frameworks, and online resources for educators	◆ Prepare CCSS systems-related training materials for stakeholders to present to parent groups that include research-based strategies to improve achievement of all students	◆ Provide parents and guardians with information and resources about CCSS through CDE Web pages ◆ Communicate with LEAs regarding the availability of professional learning resources that include updated information on family and community engagement as well as instructional strategies to help all students learn, including ELs and students with disabilities.
After School and Extended Learning	◆ Develop materials to deliver to district administrators, school principals, and after school/extended day program administrators describing opportunities for enriching regular day learning through activities delivered outside the regular school day.	◆ Develop training and professional development materials on establishing effective working relationships between regular day and after school/extended day programs.	◆ Provide professional development to district administrators, school principals, and after school program directors on how to collaborate to incorporate, into after school/extended day programs, activities that enrich and extend the CCSS-related learning initiated during the regular day.

Suggestions and Opportunities for LEAs			
2011–12	**2012–13**	**2013–14**	**2014–15**
◆ Utilize parent communication structures to share resources on the CDE's Web site with parents, families, and the local educational community to promote awareness and understanding of the CCSS and new developments regarding CCSS systems implementation. Structures may include: ◆ School Site Council meetings ◆ PTA/PTSO meetings ◆ Back to School Nights ◆ Parent newsletters ◆ Local school board meetings ◆ News releases and letters to the editor of the local newspaper			
◆ Review and utilize the *California Infant/Toddler Learning and Development Foundations* , the *California Preschool Learning Foundations* and their accompanying curriculum frameworks to inform development and continuous improvement of curriculum and developmentally appropriate CCSS-aligned practices for ECE programs ◆ Participate in professional learning opportunities related to the *California Infant/Toddler Learning and Development Foundations* , the *California Preschool Learning Foundations* and their accompanying curriculum frameworks			
◆ Review the alignment document that explains how the early learning foundations align with the CCSS and relate to TK (available winter 2012) ◆ Use the alignment document to support development of developmentally appropriate, CCSS-aligned TK curricula ◆ Participate in professional learning opportunities regarding the implementation of the CCSS for TK and meeting the diverse needs of all children			
◆ Integrate the CCSS into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment and safe constructive alternatives for students ◆ Build partnerships with external stakeholders to provide additional resources to support extended learning opportunities			

5. Collaborate with the postsecondary and business communities to ensure that all students are prepared for success in career and college.

The CCSS were designed to ensure that every student would be prepared to succeed in career and college. While the standards do not attempt to outline and define everything that makes a student career and college ready, they do define the mathematics and ELA content and skills most students require to be successful in entry-level, credit-bearing academic college courses and in workforce training programs. More students will be better prepared to transition from high school to success in postsecondary education and engagement in a career with full implementation of the CCSS.

To this end, the CDE will work with identified partners to ensure that the K–12, post-secondary, and business communities have a common agreement upon the definition of career and college readiness that includes the CCSS for mathematics and English language arts and will review and revise programs and materials to reflect this definition.

The majority of students will, at some point, participate in the paid workforce, and the purpose of high school is to provide students with the skills to make informed choices about the next steps in their lives once they have earned a high school diploma. In this context, college is defined in the broadest sense to include two- and three-year certification programs, four-year degrees, and graduate degrees.

Many high school Career Technical Education (CTE) programs, in alignment with industry requirements, offer certifications in specific industry sectors. This allows high school graduates to become employed within a specific industry sector immediately upon high school graduation. The CDE will revise the *California Career Technical Education Model Curriculum Standards* to include CCSS alignment identification, reinforcement, and enhancement. The CDE will facilitate the integration of the CCSS into CTE programs and continue to consult with industry leaders to ensure that the CTE curriculum frameworks reflect an alignment to industry needs as well as an alignment to the CCSS.

The CDE will strengthen connections between K–12 faculty and higher education faculty by ensuring that the higher education community has an advisory role in the SBAC and by determining the role of the CCSS assessment results in college admissions and in determining student readiness for credit bearing courses in the freshman year of college. The CDE will work with postsecondary and career experts to ensure that the SBAC assessments show depth of knowledge and critical thinking skills, use items/questions that mirror real life, and reflect the thinking required in career and college. Additionally, the CDE will collaborate with the University of California, Office of the President, and the Western Association of Schools and Colleges (WASC) to facilitate the alignment of accreditations and A–G course requirements to the CCSS.

The CDE will also provide resources regarding the transition to career and college into professional learning modules and curriculum frameworks designed to support the success of all students. The CDE will facilitate communication with and participation of the higher education community, including leading scholars and researchers, in the development of these resources.

Indicators of Transformation

Stakeholders will have an agreed upon and clear understanding of the purpose of high school and the definition of career and college readiness. Fewer students will need remediation upon entering post-secondary programs, and industries will be able to fill their

positions with a high-quality skilled labor force. CTE students entering postsecondary programs will have mastered the CCSS within an industry sector context and be prepared to successfully continue their studies without need for remediation.

High school teachers will be fluent in the CCSS and their alignment to A–G courses as well as CTE courses. The CDE will take the lead in professional learning opportunities to stay abreast of and maintain growth in the CCSS and related assessments. WASC accreditation will reflect the implementation of the CCSS.

The CCSS as included in the *CTE Model Curriculum Standards* will promote advisory committee collaboration and serve as a central component of programs of study. This document will influence new courses and lesson plans. Program-related, work-based learning experiences will include the demonstration and application of standards. The 15 CTE Industry Sector Leads will include the revised *CTE Model Curriculum Standards* in their individual curriculum development projects that serve teachers throughout the state. Conferences, workshops, and other meetings for CTE faculty and other stakeholders will include frequent updates on implementation strategies and resources. CTE stakeholders across the state will participate in regularly scheduled video conferences and Webinars to share implementation strategies and challenges faced by LEAs to inform continuous improvement.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Define Career and College Readiness	◆ Provide briefings on the CCSS and the SBAC to California's education segment leaders and senior leaders of institutions of higher education utilizing the California Education Round Table (CERT) Intersegmental Coordinating Committee (ICC) ◆ Consult and collaborate with business and industry stakeholders, such as the California Business Roundtable, to identify the specific 21st century skills related to the CCSS.	◆ Participate in a multi-state panel including representatives from the business, K–12, and higher education communities to reach common agreement upon the definition of career and college readiness that includes the CCSS (beginning January 2012)	◆ Revise programs and materials to reflect agreed upon definition of career and college readiness that includes the CCSS (2012) ◆ Produce and disseminate Web-based information for and directly relevant to the business community
Integrate CCSS and CTE	◆ Share information regarding the *CTE Model Curriculum Standards* revision that includes the CCSS with the advisory committees (comprised of business and industry representatives, postsecondary and secondary faculty) for each of the 15 industry sectors (2011) ◆ Revise the *CTE Model Curriculum Standards* to include CCSS alignment identification, reinforcement, and enhancement (2011-2012)	◆ Submit the revised *CTE Model Curriculum Standards* to the SBE for action (September 2012) ◆ Add application and demonstration to the CTE TEACH program to ensure that CTE teacher candidates and teaching staff across the state have information and strategies necessary to include the CCSS in their programs of study ◆ Develop the programs, notifications, and dissemination methods to unveil the *CTE Model Curriculum Standards*(fall 2012)	◆ Introduce the revised *CTE Model Curriculum Standards* at regional professional development events (fall 2012–13) ◆ Train individual leads from each region to assist the industry sector leads with sustained professional learning opportunities, answer questions and assist with new program startups utilizing the documents

Suggestions and Opportunities for LEAs

2011–12	2012–13	2013–14	2014–15
◆ Conduct professional learning activities that promote awareness of the new definition of career and college readiness	◆ Revise programs and materials to reflect new definition of career and college readiness that includes the CCSS and promote awareness of the new definition		
◆ Monitor/participate in revision of the *CTE Model Curriculum Standards* to include CCSS alignment	◆ Participate in professional learning events introducing the revised *CTE Model Curriculum Standards*	◆ Develop new courses, lesson plans, and work-based experiences that include the demonstration and application of the revised *CTE Model Curriculum Standards*	
◆ Monitor/participate in California Business Roundtable, to identify the specific 21st century skills related to the CCSS	◆ Identify, through CDE resources, the availability of business and industry resources for targeted 21st century skills as they relate to the CCSS		

- Participate in professional learning opportunities regarding secondary transition and the CCSS to prepare all students, including students with disabilities, English learners, and underperforming students, for career and college
- Seek opportunities for students to engage in events at local community colleges
- Provide and promote participation in Advancement Via Individual Determination classes
- Encourage students to participate in the Early Assessment Program
- Invite business leaders to speak to students in grades 6-12, elaborating on 2-3 specific standards and their role in possible careers
- Include counselors in discussions regarding career and college readiness to ensure comprehensive school implementation of the CCSS

6. Seek, create, and disseminate resources to support stakeholders as CCSS systems implementation moves forward.

California must foster a well-educated population in order to compete in the global economy. Proper and appropriate funding for education is an investment where the returns are exponential. Students and educators must have access to the tools and resources necessary for students to achieve the CCSS.

The CDE will be responsible for working with the United States Department of Education, California State Legislature, and Governor to align state and federal fiscal resources to support implementation activities. These efforts will focus on the fact that these resources must be both adequate and sustained in order to realize State and LEA CCSS systems implementation efforts. Additionally, the CDE will promote both state and federal legislative support to provide LEAs with the flexibility they need to engineer successful local educational programs.

The CDE will secure and disseminate local assistance and state operational resources and leverage partnerships with California-based and multi-state organizations to develop new tools and resources to support stakeholders in the implementation of the CCSS. Specifically, California will continue to coordinate with the Council of Chief State School Officers to ensure participation in State Collaborative on Assessment and Student Standards-Implementing the Common Core System meetings to seek solutions to the challenges of CCSS systems implementation and identify resources and effective implementation strategies that can be adapted to California.

The CDE will seek out and coordinate technology support and partnerships that will assist LEAs as they incorporate new technologies into instruction. While providing leadership and coordinating efforts, the CDE will encourage and actively pursue regular participation and contribution by stakeholders at statewide, regional, and local levels.

The CDE will offer extensive resources to train LEAs in understanding federal and state legal requirements, use of data, implementation of aligned instructional programs for all students, and application of these resources in Web-enabled environments. Examples include: maintenance of the Compensatory Education instrument used in Federal Program Monitoring; technical assistance to LEAs in the design, implementation, and evaluation of Title I services; use of the Consolidated Application; and preparation, revision, and implementation of the LEA Plan and corollary activities for the Single Plan for Student Achievement (SPSA).

Indicators of Transformation

Proper and adequate funding will support implementation activities. Technology will be readily available for LEAs to employ at any level as a resource for instruction and assessment. Updated monitoring tools and associated resources will be available. State and legislation will anticipate LEA and student needs and provide all necessary guidance and support, focused on local flexibility.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Funding	◆ Identify state and federal funds currently available for use in CCSS systems implementation ◆ Establish fiscal boundaries and timelines for the development of specific programmatic resources ◆ Seek funding from the United States Department of Education and private educational foundations to support CCSS implementation efforts ◆ Seek funding from state government to support implementation efforts	◆ Develop a detailed fiscal analysis of the costs associated with CCSS systems implementation (fall 2012) ◆ Work with local, state, and federal elected officials to highlight the ongoing need for implementation resources ◆ Advocate for new grant funding opportunities ◆ Inform LEAs of appropriate use of federal supplemental funds (i.e., Title I, Title III, special education) in purchasing CCSS-aligned supplemental instructional materials and for other implementation activities	◆ Secure and disseminate local assistance and state operational resources to support implementation of CCSS systems ◆ Continue to work with local, state, and federal elected officials to highlight the ongoing need for implementation resources ◆ Conduct evaluation to determine effectiveness of specific implementation activities
Legislation	◆ Review current laws related to all programs requiring CCSS implementation activities	◆ Propose follow-up legislation as needed to facilitate CCSS systems implementation	◆ Collaborate with the California State Legislature and Governor to align resources and support implementation of CCSS system

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Tools	◆ Review and revise existing CDE policies, documents, and Web pages to align to the CCSS ◆ Review and revise documents/policies related to access of the core curriculum ◆ Initiate review and revision of all tools for compliance monitoring and program effectiveness	◆ Promote external reviews of existing policies, documents, program evaluation tools, and Web pages to align to the CCSS ◆ Develop and revise online LEA plan and SPSA templates and needs assessment tools (currently Academic Program Surveys, District Assistance Surveys, English Learner Subgroup Self Assessment, Inventory of Services and Support for Students with Disabilities) and K–12 Improvement Web-portals to support implementation of CCSS and any new ESEA legislated priorities ◆ Collaborate with stakeholders to research and develop resources to support educational staff, teachers, and administrators in creating educational settings that promote the CCSS, including providing resources and technical assistance relating to professional learning, LEA Plan development, SPSA development, and other similar activities related to schools and districts served by ESEA Titles I, II, and III	◆ Monitor all internal and external Web sites to ensure that they reflect CCSS systems implementation ◆ Communicate development and implementation of effective intervention activities for all underperforming schools' interventions (e.g., RTI^2, School Improvement, Early Warning and Intervention System, as well as any future ESEA authorized intervention programs) ◆ Ensure that all federal program monitoring tools and state program evaluation tools have been revised to fully integrate CCSS systems ◆ Ensure that appropriate resources have been equitably disseminated to public and private educational service providers

Suggestions and Opportunities for LEAs

2011–12	2012–13	2013–14	2014–15

- Identify potential state and federal funds currently available for use in CCSS systems implementation
  - Utilize Title II, Part A funds for professional learning activities
  - Inform program staff of appropriate use of federal supplemental funds (i.e., Title I, Title III, special education) in purchasing CCSS-aligned supplemental instructional materials and for other implementation activities
- Monitor/seek funding opportunities from state government to support implementation efforts
- Seek funding from private foundations for implementation projects
- Establish fiscal boundaries and timelines for the development and/or acquisition of specific programmatic resources

- Review and revise existing LEA policies, documents, and Web pages to align to the CCSS and accessing the core curriculum
- Research and develop resources to support educational staff, teachers, and administrators on how to provide educational settings to promote CCSS, including resources relating to:
  - professional learning
  - LEA Plan development
  - SPSA development
  - additional activities related to Title I schools and districts
- Participate in state level workshops for the Compensatory Education Instrument requirements for Title I, Part A, and the use of data to prepare for FPM

7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

California's public schools serve more than 6.2 million ethnically, culturally, and linguistically diverse students along with their families and communities. Fortunately, there are a number of well-established alliances and infrastructures that allow effective communication and collaboration with our various education stakeholders. The CDE will utilize these structures; which include county offices of education, educator professional associations, and additional stakeholder organizations; to facilitate communication, collaboration, and feedback during the implementation of the CCSS system.

California constructed its CCSS Systems Implementation Plan using information collected from internal and external stakeholders during CCSS-related meetings, conferences, and webinars. The CDE will continue to collect feedback to inform the ongoing expansion of the plan using these venues but is also committed to improving current methods of reciprocal communication through the development of a comprehensive communications outreach plan. The plan will incorporate a variety of strategies to identify and meet the information needs of all stakeholders and will include various forums and technologies for ongoing needs identification and open dialogue.

In the meantime, the CDE will continue to collaborate with all stakeholders to collect and disseminate information about the CCSS and aligned assessments. The CDE will continually update the CCSS Resources Web page and provide current information about the CCSS and related high quality resources. Similarly, the CDE has established an SBAC Web page to provide current information about the development of SBAC assessments. A listserv is available for each of these pages. The Professional Development Opportunities Web page will provide information regarding CCSS-related professional learning activities. The CDE will also utilize Taking Center Stage and other additional web-based venues for information dissemination and public participation. The CDE will update the pages regularly as new information and resources emerge. As implementation activities progress, the CDE will utilize State Superintendent of Public Instruction news releases, media advisories, speeches, and events to apprise stakeholders of California's CCSS implementation activities.

Indicators of Transformation

Stakeholders may access CCSS systems implementation information and resources via a variety of communication venues and provide feedback and participate at every stage of the implementation process. The CDE Web pages regarding CCSS systems activities will include expanding collections of resources. The CCSS Systems Implementation Plan will serve as a guide for implementation activities and as the guiding document for LEAs in the development of their own local plans. Comprehensive, user-friendly systems will be in place to continuously elicit feedback and identify needs and ensure the delivery of timely and useful information to the field.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
CCSS Systems Implementation Plan	◆ Utilize meetings and webinars to provide information regarding CCSS systems implementation activities and collect information from stakeholders regarding local needs ◆ Use input from internal and external stakeholders to create a comprehensive plan for CCSS systems implementation (winter 2012)	◆ Post *CCSS Systems Implementation Plan for California* on the CDE Web site (spring 2012) ◆ Design and establish systems to support effective execution of the plan (spring 2012) ◆ Prepare materials, resources, and presentations for webinars to stakeholder groups on the CCSS implementation plan (spring 2012) ◆ Develop Web-based *CCSS Systems Implementation Plan for California* interactive tool ◆ Design systems to collect, analyze, evaluate, and distribute feedback and information regarding emerging needs and opportunities ◆ Options may include surveys, e-mail communications, Webinars, stakeholder meetings	◆ Maintain and expand Web-based *CCSS Systems Implementation Plan for California* interactive tool as implementation progresses ◆ Implement feedback systems, conduct evaluations, and provide additional resources and tools in response to stakeholder feedback ◆ Continuously collaborate with and elicit feedback from stakeholders to identify emerging needs and opportunities and refine implementation strategies
Communications Plan	◆ Utilize existing communication networks (e.g., county offices of education, professional associations, stakeholder organizations) to facilitate two-way communications regarding CCSS systems implementation (summer 2010) ◆ Utilize existing communication structures (e.g., news releases, media advisories, speeches, listservs, and conferences) to apprise stakeholders of California's CCSS implementation activities (summer 2010) ◆ Conduct needs assessment to identify communication preferences (e.g., listservs, newsletters, Webinars, meetings) of stakeholders (spring 2012)	◆ Use data from communication preferences needs assessment to design and implement comprehensive communications/outreach plan (spring 2012) ◆ Design systems to collect, analyze, evaluate, and distribute feedback and information regarding effectiveness of communications	◆ Implement feedback systems, conduct evaluations, and modify and expand methods of communication as needed

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Web-Based Communications	◆ Collaborate with stakeholders to develop CCSS Resources Web page to provide the latest information and high-quality resources (summer 2010) ◆ Plan and develop SBAC Web page to provide detailed and comprehensive information about the SBAC (summer 2011) ◆ Utilize CDE on iTunes U to disseminate resources and promote promising CCSS systems implementation practices (summer 2010) ◆ Repurpose the Professional Development Opportunities Web page to support CCSS systems implementation (March 2012) ◆ Identify additional existing pages that may be utilized to disseminate information ◆ Establish listservs to disseminate timely information regarding CCSS implementation activities (2011)	◆ Review and update identified Web pages as implementation activities progress ◆ Expand internal and external collaborations through the development and sharing of effective resources and tools ◆ Add stakeholders to listservs as needed	◆ Disseminate resources for stakeholders on a regular basis to communicate the newest information on expanding professional learning support, aligning curriculum and instruction, and developing assessments ◆ Maintain Web pages and promote and expand listservs ◆ Consider additional web-based venues for information dissemination and public participation

Suggestions and Opportunities for LEAs

2011–12	2012–13	2013–14	2014–15
◆ Subscribe to the CDE's CCSS Resources Web page listserv to remain apprised of the latest developments in CCSS systems implementation ◆ Subscribe to the CDE's SBAC Web page listserv to remain apprised of the latest developments in the SBAC assessment system ◆ Identify existing stakeholder communication structures ◆ Identify local stakeholders who will receive communications regarding implementation of CCSS systems	◆ Monitor the CDE's CCSS Resources and SBAC Web pages regularly and share new information with members of the local educational community as appropriate ◆ Utilize existing communication structures to disseminate information regarding CCSS systems implementation activities ◆ Staff meetings ◆ School Site Council meetings ◆ PTA/PTSO meetings ◆ Newsletters ◆ Webinars ◆ Local school board meetings ◆ Letters to the editor ◆ News releases ◆ Support intradepartmental communication during implementation activities		
◆ Use input from local stakeholders and the CCSS Systems Implementation Plan for California to create a comprehensive LEA-wide plan for CCSS systems implementation	◆ Post local implementation plan on the LEA Web site ◆ Link to the statewide implementation plan ◆ Design and establish communications systems to identify emerging needs and opportunities and support effective implementation of the local CCSS implementation plan	◆ Continuously collaborate with and elicit feedback from stakeholders ◆ Refine local implementation strategies	

Appendix A: Local CCSS Systems Implementation Plan Template

Each of California's LEAs should develop its own local plan for CCSS systems implementation based on local needs and resources. To facilitate the process of local plan development, this section of the document offers a template organized around the significant milestones of CCSS systems implementation. The template denotes full implementation of CCSS systems by the 2014-2015 school year. LEAs may wish to augment their local plans with elements from the Suggestions and Opportunities for LEAs charts distributed throughout the document or delete elements as appropriate to create a plan that is tailored to local needs.

2011-2012	CDE/SBE Activity	LEA Activity
Fall	◆ *A Look at Kindergarten Through Grade Six in California Public Schools* released	◆ Begin development of local implementation plan based on full implementation of the CCSS system in 2014-2015 ◆ Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on identified needs and full implementation in 2014-15 ▪ *Suggested Area of focus*: • Working in grade-level teams, compare/contrast the CCSS with the 1997 content standards and begin to incorporate new skills in the CCSS into instructional planning ◆ 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 ◆ Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and presentations on CDE on iTunes U ◆ Utilize CCSS professional learning resources offered by professional organizations, California Subject Matter Projects, and your county office of education ◆ Identify CCSS that current materials do not support (use supplemental instructional materials review evaluation criteria for grades K-8) and develop lessons using resources from the library, internet, and primary source documents
Winter	◆ Establish design team to develop guidelines for professional learning modules (January) ◆ Convene education experts to update the ELD standards (April-June) ◆ Evaluation criteria for supplemental instructional materials review approved by SBE* (January) ◆ Timeline and general plan for revision of the mathematics curriculum framework approved by the SBE* (January)	◆ Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices ◆ Visit STAR Web site for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts
Spring	◆ Online technology readiness tool available (March) ◆ Timeline and general plan for revision of the English language arts curriculum framework approved by the SBE* (May-projected)	◆ Utilize online technology readiness tool to evaluate current technology and infrastructure

2011-2012	CDE/SBE Activity	LEA Activity
Summer	◆ 4 professional learning modules released (July)	◆ Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2012-2013 ◆ Use information from technology readiness tool to identify technology gaps and develop a plan that identifies strategies to update technology

2012-2013	CDE/SBE Activity	LEA Activity
Fall	◆ Revised ELD standards adopted* (September/November-projected) ◆ Revised *CTE Model Curriculum Standards* adopted* (September-projected ◆ Assessment transition plan presented to the Legislature (November)	◆ Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan ▪ *Suggested Areas of focus*: • Mathematics: the standards for mathematical practice • ELA: text complexity, text-based questions and tasks • General: develop structures for interdepartmental collaboration to improve student literacy across the content areas, revised *CTE Model Curriculum Standards* ◆ Continue to assess existing instructional materials and supplement them with resources from the library, internet, and primary source documents to develop CCSS-aligned lessons
Winter	◆ List of recommended supplemental instructional materials posted online* (February-projected) ◆ Plan and deliver professional learning opportunities for all components of the assessment system	◆ 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 ◆ Review and utilize the CDE's supplemental instructional materials list to supplement existing instructional materials
Spring	◆ Pilot testing of SBAC summative and interim assessments	◆ Generate and implement a "Formative Practices Plan" which includes Learning Targets, Criteria for Success, Collecting Evidence, and Documenting Evidence
Summer	◆ 8-10 professional learning modules released (September)	◆ Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2013-2014 ◆ Begin implementation of technology plan

* Indicates activity which requires SBE action

2013-2014	CDE/SBE Activity	LEA Activity
Fall	◆ Mathematics curriculum framework released* (November)	◆ Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan ▪ *Suggested Areas of focus*: • Mathematics: modeling • ELA: collaborative conversations • General: revised ELD standards, effective utilization of technology and media ◆ 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 of assessment
Winter	◆ Promote mathematics curriculum framework	◆ Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level critical thinking ◆ Include performance task assessments for end of unit/chapter assessment ◆ For mathematics, utilize word problems to provide students with opportunities to apply mathematical reasoning to real-world challenges
Spring	◆ ELA curriculum framework released* (May) ◆ Field testing of summative and interim assessments	◆ Promote awareness of the new ELA curriculum framework and utilize in professional learning opportunities as appropriate ◆ Visit SBAC's Web pages for information about summative and interim field tests
Summer	◆ Promote ELA curriculum framework	◆ Implement local technology plan ◆ Utilize the ELA curriculum framework as a blueprint for implementation of the ELA CCSS

* Indicates activity which requires SBE action

2014-2015	CDE/SBE Activity	LEA Activity
Fall	◆ Provide professional learning opportunities and technical assistance to support full implementation of the CCSS based upon needs assessment	◆ Provide professional learning to support full implementation of the CCSS ▪ *Suggested areas of focus*: • Mathematics: support content shifts in K-8 • ELA: writing informational text • General: transition to SBAC assessments
Winter	◆	◆ Ensure that technology is in place to administer SBAC assessments
Spring	◆ Operational summative assessment administered	◆ Debrief with staff and students all elements of the SBAC summative assessment ◆ Using feedback from debriefing, start planning adjustments to instruction and curriculum, formative practices, site-based assessments, expectations, learning goals, student/parent involvement, and all stakeholders' role for improvement next year
Summer	◆	◆ Create site-based plan for professional learning to ensure continuous improvement of instruction and a higher level of academic achievement for all students
2015+	**CDE/SBE Activity**	**LEA Activity**
	◆ Provide professional learning opportunities and technical assistance to support full implementation of the CCSS based upon needs assessment ◆ Instructional materials adoptions* (math 2016, ELA 2018)	◆ Implement site-based plan with regular progress monitoring and reflection

* Indicates activity which requires SBE action

Appendix B: County Offices of Education Service Offerings

County superintendents and their staff are committed to assisting in the important work ahead to successfully and thoughtfully implement CCSS. Counties have tremendous expertise to offer in developing products and training and their relationship with their school districts places them in a unique position to assist in planning and in reaching classroom teachers. Counties provide localized common quality professional development statewide, whether at the overview level or a deeper dive into specific subject matter, and have developed training materials that prepare teachers to transition to the CCSS. Counties may also provide assistance in implementing the CCSS by:

- Working with PI schools and their districts through the Regional System for District and School Support (RSDSS) and other county technical assistance work to revise school and LEA plans and addendums
- Aligning the Advancement Via Individual Determination (AVID) curriculum and training through the AVID centers in county offices
- Working through the Title III regional leads to assist LEAs that have failed to meet their annual measurable achievement objectives (AMAO)
- Working through the After School regional leads in county offices to align training with the CCSS
- Working through the California Preschool Instructional Network (CPIN) to include alignment of TK with the preschool foundations and CCSS
- Hosting focus sessions on revisions of frameworks, ELD standards, CTE standards and other key issues and documents

The information in Appendix B was provided by California County Superintendents Educational Services Association for inclusion in the CCSS systems implementation plan specifically to highlight how COEs can assist local districts. School districts and the students they serve will benefit significantly when CCSS implementation efforts are coordinated at the local, county, and statewide levels.

2011-2012	
Fall	◆ *Professional Development*: ▪ Provide overviews of the CCSS by using the CCSESA CCSS Communication tools and modules that have been individually developed by county office of education - these overviews can be done through workshops, county seminars or on-line trainings ▪ Work with districts to analyze and understand the components of the standards through the use of crosswalks. ▪ Begin to include awareness of the CCSS in after-school trainings. ◆ *Technical Assistance:* ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA plan Addendums.
Winter	◆ *Professional Development*: ▪ Participate on the AB 250 design team to develop guidelines and assist with prioritizing the professional development modules. ▪ Continue to develop new PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules. ▪ Begin to include awareness of the CCSS in after-school trainings. ▪ Provide overviews and seminars of SBAC, the assessment features and assessment sample questions. ◆ *Technical Assistance:* ▪ Assist LEAs in developing transition plans for CCSS implementation. ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA plan Addendums. ▪ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS. ▪ Assist CDE in recruiting educators to work on the ELD standards and the mathematics framework. ▪ Assist CDE in the development of the ELD Standards aligned to the CCSS. ▪ As drafts of the ELD standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards.
Spring	◆ *Professional Development*: ▪ Provide TOTs of CDE's professional development modules using CDE developed training materials and provide the training for small LEAs. ▪ Include awareness of the CCSS in after-school trainings including the newly developed *SELLASP* modules. ▪ Begin to develop after-school trainings around the CCSS ▪ Provide afterschool training with county developed modules, such as the *Student Success Through After School Programs*. ▪ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules. ▪ Provide overviews and seminars of SBAC, the assessment features and assessment sample questions. ◆ *Technical Assistance:* ▪ Assist CDE in the development of the ELD Standards aligned to the CCSS.

2011-2012	
	▪ As drafts of the ELD standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards. ▪ Support CDE in assisting LEAs with use of technology readiness tool. ▪ Assist LEAs in developing and implementing transition plans for CCSS implementation and prioritizing work. ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA plan Addendums. ▪ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS.
Summer	◆ *Professional Development*: ▪ Provide afterschool training with county developed modules. ▪ Provide TOTs of CDE's professional development modules using CDE developed training materials and provide the training for small LEAs. ▪ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules. ◆ Develop professional development concerning the CCSS for superintendents and local school boards ◆ *Technical Assistance*: ▪ Assist CDE and LEAs with analysis of technology readiness tool and assist in the identification of technology gaps. ▪ Assist CDE in the development of the ELD Standards aligned to the CCSS. ▪ As drafts of the ELD standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards. ▪ Assist LEAs in developing and implementing transition plans for CCSS implementation and prioritizing work. ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA Plan Addendums. ▪ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS. ▪ Confer with CDE concerning progress made on implementation plan and necessary adjustments and survey local LEAs about needs for the coming year.
2012-2013	
Fall	◆ *Professional Development*: ▪ Provide afterschool training with county developed modules. ▪ Continue to provide TOTs of CDE's professional development modules using CDE developed training materials and provide the training for small LEAs. ▪ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules. ▪ Provide training through the California Preschool Instructional Network on a crosswalk between the preschool foundations and the CCSS developed by CDE ▪ Implement CCSS professional learning for superintendents and local school boards

2012-2013	
	▪ Provide overviews and seminars of SBAC, the assessment features and assessment sample questions. ▪ Begin to develop an assessment component of the County Common Core Tool Kit ▪ Assist CDE in gathering feedback and conducting LEA focus groups on the Assessment Transition Plan for submission to the State Legislature. ◆ *Technical Assistance*: ▪ Assist CDE in a roll out of information about the newly revised ELD standards. ▪ Assist Title III LEAS that have failed to meet their AMAOs with inclusion of the CCSS standards and newly revised ELD standards. ▪ Support CDE in ensuring that any TK curriculum and instruction materials that are produced are aligned to the CCSS ▪ Assist LEAs in developing and implementing transition plans for CCSS implementation and prioritizing work. ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA Plan Addendums. ▪ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS.
Winter	◆ *Professional Development:* ▪ Support CDE in the planning and delivery (perhaps TOTs) of the professional development for all components of the assessment system ▪ Continue work on the assessment component of the County Common Core Toolkit. ▪ Provide afterschool training with county developed modules. ▪ Provide TOTs of CDE's new (beyond the original 4 - 6) professional development modules using CDE developed training materials and provide the training for small LEAs. ▪ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules. ▪ Provide training through the California Preschool Instructional Network on a crosswalk between the preschool foundations and the CCSS developed by CDE ▪ Implement CCSS professional learning for superintendents and local school boards ◆ *Technical Assistance*: ▪ Continue assisting with the rollout of the ELD standards ▪ Review the Title III plans with LEAs that failed their AMAOs to ensure inclusion of the CCSS standards and newly revised ELD standards ▪ Assist LEAs with implementing and adjusting their transition plans ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA Plan Addendums. ▪ Provide instructional material fairs for the newly adopted supplemental instructional materials ▪ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS and shared throughout the county programs ▪ Support CDE in ensuring that any TK curriculum and instruction materials that are produced are aligned to the CCSS

2012-2013	
	▪ Participate in the revision of the CTE Model Curriculum Standards for CCSS alignment ▪ Provide opportunities for focus groups of LEA staff to provide feedback to the standards as drafts of the CTE standards are released.
Spring	◆ *Professional Development* ▪ Provide afterschool training with county developed modules ▪ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules. ▪ Develop county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS. ▪ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system ▪ Release the assessment component of the County Common Core Toolkit by providing a TOT for counties. ▪ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development ◆ *Technical Assistance*: ▪ Assist LEAs with implementing and adjusting their transition plans ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums. ▪ Provide instructional material fairs for the newly adopted supplemental instructional materials ▪ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS and shared throughout the county programs ▪ Assist CDE in gathering feedback concerning mathematics framework draft ▪ Assist CDE in recruiting members of the ELA development team.
Summer	◆ *Professional Development*: ▪ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system ▪ Provide training in the new assessment component of the County Common Core Toolkit ▪ Develop county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS. ▪ Develop professional development about the SBAC for superintendents and local school boards ▪ Provide afterschool training with county developed modules ▪ Provide TOTs of CDE's new professional development modules using CDE developed training materials and provide the training for small LEAs. ▪ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development ◆ *Technical Assistance*: ▪ Assist LEAs with implementing and adjusting their transition plans ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC

2012-2013	
	and implementing their LEA plans and Addendums. ▪ Provide instructional material fairs for the newly adopted supplemental instructional materials ▪ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS ▪ Assist CDE in gathering feedback concerning mathematics framework draft. ▪ Confer with CDE concerning progress made on implementation plan and necessary adjustments and survey local LEAs about needs for the coming year.
2013-2014	
Fall	◆ *Professional Development*: ▪ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system ▪ Provide training in the new assessment component of the County Common Core Toolkit ▪ Implement SBAC professional learning for superintendents and local school boards ▪ Provide trainings with the new PD modules ▪ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development ▪ Implement county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS ◆ *Technical Assistance*: ▪ Assist CDE in developing a plan to roll out the New Mathematics Framework with particular focus on high school course pathways ▪ Assist LEAs with implementing and adjusting their transition plans and continuing to prioritize work ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums. ▪ Work with the AVID Centers to ensure that training is developed to support math HS course pathways in AVID programs
Winter	◆ *Professional Development*: ▪ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system ▪ Provide training in the new assessment component of the County Common Core Toolkit ▪ Implement SBAC professional learning for superintendents and local school boards ▪ Develop and implement professional development concerning the new HS mathematics pathways ▪ Implement county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS. ▪ Provide trainings with the new PD modules ▪ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development ◆ *Technical Assistance*: ▪ Assist CDE in rolling out the new mathematics framework

2013-2014	
	▪ Assist CDE in gathering feedback for the draft of the new ELA framework ▪ Assist LEAs with implementing and adjusting their transition plans to incorporate the new HS math course pathways and continuing to prioritize work ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums and developing the new LEA plans for new PI year 1 and 3 LEAs. ▪ Work with the AVID Centers to ensure that training is developed to support math HS course pathways in AVID programs ▪ Review the Title III plans with LEAs that failed their AMAOs to ensure inclusion of the CCSS standards and newly revised ELD standards
Spring	◆ *Professional Development*: ▪ Implement professional development concerning the new HS mathematics pathways ▪ Implement county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS and in understanding information that is released concerning the pilot and field testing of SBAC. ▪ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system ▪ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development ◆ *Technical Assistance*: ▪ Assist CDE in rolling out Mathematics Framework ▪ Assist CDE in developing a rollout plan for the new ELA Framework ▪ Assist LEAs with implementing and adjusting their transition plans to incorporate the new HS math course pathways and continuing to prioritize work ▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums and developing the new LEA plans for new PI year 1 and 3 LEAs. ▪ Work with the AVID Centers to ensure that training is developed to support math HS course pathways in AVID programs
Summer	◆ *Professional Development*: ▪ Implement professional development concerning the new HS mathematics pathways ▪ Implement and revise as necessary county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS and in understanding information that is released concerning the pilot and field testing of SBAC. ▪ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system ▪ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development ◆ *Technical Assistance*: ▪ Assist in the rollout of the new ELA Framework ▪ Assist LEAs with implementing and adjusting their transition plans to incorporate the new HS math course pathways and continuing to prioritize work

2013-2014	
	▪ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums. ▪ Confer with CDE concerning progress made on implementation plan and necessary adjustments and survey local LEAs about needs for the coming year.

Appendix C: Resources from California Implementation Partners

The challenge of integrating the CCSS into all facets of teaching and learning presents an opportunity for California to engage in a collaborative process wherein a community of educational partners can provide educators with the tools and support necessary to ensure successful implementation.

To this end, the California Department of Education invited professional associations and stakeholder organizations to contribute information regarding the CCSS-related resources and services they can offer to local educational agencies. The information in Appendix C was provided by these partners for inclusion in the CCSS systems implementation plan specifically to highlight how these organizations can assist local educational agencies in implementing the CCSS.

Association of California School Administrators Common Core Activities

The Association of California School Administrators (ACSA) is the largest umbrella organization for county, district and school administrators in the nation, serving more than 14,000 education professionals. The mission of ACSA is support California's educational leaders; ensure all students have the essential skills and knowledge needed to excel; and champion public education.

Standards Implementation and Professional Development

Standard Finder—ACSA's Standard Finder v 9 includes a cross walk of our previous and the California Common Core ELA and math standards so that it is possible while viewing any standard to compare the standard being viewed to linked standards from the opposite set. The database can also be queried to display just the set of standards, by grade, that are introduced at a higher, lower, or same grade in the other set of standards. A progression of any ELA standard can be viewed from K-12 and math standards can be queried by topic to show a progression of a skill from grade to grade. Additionally, all standards have been ranked on the Revised Bloom's Taxonomy so that the cognitive rigor or any standard or any set of standards is available.

Common Core Readiness—ACSA's Technology Learning Group and the Curriculum, Instruction and Accountability Council are working together to create a Common Core Readiness "checklist." The purpose of the checklist is to assist a school and/or district in planning the transition to new standards and assessments, through the identification of both technology and instructional benchmarks and considerations that would lead to a thorough adoption of the California Common Core Standards.

Common Core Update Webinars—Assessment and Standards updates (via webinars) have been scheduled twice each month through 2012 to provide current information and to allow sharing among districts. The schedule for these updates correspondents to the CDE Smarter Balanced Updates being provided to major state organization representatives.

Instructional Leadership for the Common Core Modules—A series of modules related to leadership to implement Common Core Standards and Assessments is being developed by ACSA's Educational Services Department. Module topics include: Mapping Standards from Grade to Grade, Moving towards Project Based Learning (without abandoning explicit instruction), the Change Process, Effective Instructional Practices for Non-fiction Reading and Writing.

State Public Policy Work

- Common Core Input Sessions - ACSA members are invited to participate in a series of conference calls to review, comment and provide recommendations on the draft Common Core Implementation Plan.
- Preliminary discussions have begun regarding sponsoring secondary math briefing sessions and course development regionally in partnership with the county offices of education and possibly CDE.
- ACSA sponsored SB 140 to ensure LEAs will have access to bridge materials to fully align their instructional materials locally to common core.
- ACSA co-sponsored AB 124 to ensure California's ELD standards are fully aligned to CCSS ELA standards.
- ACSA is sponsoring legislation in 2012 to ensure common core assessments are more meaningful to secondary students and to create partnerships with postsecondary education to recognize college and career ready standards and assessments.
- ACSA is participating in the AB 250 task force, mathematics framework development focus groups, AB 124 implementation, SB 140 implementation, STAR reauthorization planning process.

Resources are available at www.acsa.org . Click on Professional Learning then click on Common Core Resources from the drop down menu.

California Association of Teachers of English (CATE)

Find us at www.cateweb.org

Who are we?

- CATE is a non-profit organization promoting communication, collaboration, and knowledge among all those responsible for teaching English and the language arts. We are affiliated with the National Council of Teachers of English (NCTE). Most members are middle school or high school teachers, but we also have substantial numbers of elementary and college teachers.
- CATE has a very close relationship with the California Writing Project (CWP): the CWP Director serves on the CATE board; a CATE board member serves on the CWP advisory board; and many CATE members are also Teacher/Consultants with CWP.

What do we do?

- CATE consists of nine regional councils, each offering a range of professional development services to its members and to other Language Arts professionals throughout the year.
- CATE has presented a statewide convention every year since 1960. The 2012 Convention was recently held in Ontario, while the 2013 convention will take place February 8-10 at the Santa Clara Hyatt Regency. The annual convention is attended by 500-600 teachers.
- CATE also publishes an award-winning journal, *California English*, that is mailed to all CATE members four times a year.

CATE and the CCSS

CATE is already addressing the challenges presented by the introduction of the CCSS in a number of ways:

- At the 2011 Convention in Sacramento, the Friday evening plenary session addressed the implications of the standards via a panel consisting of: Steven Herrington (Sonoma County Superintendent of Schools); Patricia Rucker (CTA legislative advocate and member of the State Board of Education); and Deborah Sigman (Deputy Superintendent of Public Instruction). The panel was moderated by Carol Jago, former President of NCTE and a member of the English Language Arts feedback group for the National Governors' Association Common Core Standards initiative.
- At the 2012 Convention in Ontario, several workshops directly addressed the CCSS, including: "Practical Materials for Teaching Literature Using the Common Core Standards;" "Writing to the Core;" "Common Core Speaking;" "Building Core Curriculum Skills through Interactive Texts;" and "New Teachers, New Standards, Writing to Learn and Informational Writing."
- At the 2013 Convention in Santa Clara there will be a special strand devoted to the CCSS. To contact the 2013 Convention Organizers, email them at cate2013@aol.com.
- TUCATE, one of the regional CATE councils, is offering a series of classes in the different kinds of writing required by the common core state standards. The series is called "Writing to the Common Core" and is offered April 10, 17, 24, and May 1 2012 through the Tulare County Office of Education.

What now?

- Future CATE conventions will be held as follows:
  Feb 8-10, 2013, Santa Clara Hyatt
  Feb 14-16, 2014, San Diego Town and Country
  Feb 13-15, 2015, San Jose Doubletree
  Feb 12-14, 2016, Orange County Hilton

- To Contact the CATE council in your area, go to http://www.cateweb.org/index.html and click on "Councils."

All CATE board members can be reached through the "Contacts" button on the home page.

California Association of Mathematics Teacher Educators (CAMTE)

Services:

1) CAMTE's CCSS-M Task Force is developing resources for use in pre-service and in-service mathematics teacher preparation programs and can aid faculty developing such units in their courses.

2) CAMTE acts as a network for mathematics teacher educators and shares information and resources with mathematics teacher educators throughout the state. CAMTE also provides professional expertise and input to issues related to implementation of the CCSS-M. CAMTE can provide names of people throughout the state who can help in CCSS-M implementation efforts at the school, district or county levels.

Resources:

1) CAMTE website: www.camte.org provides resources and updated information related to the CCSS-M for members and other professionals involved in mathematics teacher preparation. A special CCSS-M resource page on our website is in preparation.

2) President: Joanne Rossi Becker, San José State University
Joanne.rossibecker@sjsu.edu

CCSS-M Task Force chair: Margaret Kidd, CSU- Fullerton
mkidd@Exchange.fullerton.edu

CCSS-M Task Force Member: Shelley Kriegler, President, Center for Mathematics and Teaching, Inc.
kriegler@ucla.edu

CAMTE representative on Illustrative Math Project, which is collecting sample tasks and problems for the Common Core State Standards in mathematics: Heather Dallas, UCLA
dallas@ucla.edu

California Learning Resource Network (CLRN) Common Core State Standards' aligned resources

The California Learning Resource Network (CLRN) is a state-funded technology service that reviews supplementary electronic learning resources, online courses and free web links for their alignment to the Common Core State Standards.

Electronic Learning Resources (ELR)
CLRN reviews supplementary electronic learning resources, the majority of which are online and interactive, for their alignment to the Common Core State Standards and to California's Social Content Criteria. Each review lists the specific standards that are met or partially met, as well as whether the resource demonstrates, practices, and/or assesses each standard. In addition, CLRN reviews history-social science, science, and visual and performing arts resources for their alignment to California's original content standards. Resources may be browsed by subject area, searched for by keyword, or selected by specific content standard. Each review also contains information about the resource's universal access features, assessment, and support materials.

Online Course Reviews (OCR)
CLRN conducts a comprehensive review of online courses for their alignment to the Common Core State Standards as well as iNACOL's national standards for quality online courses. Most reviews also contain separate feedback from educators and students regarding their experiences with each course. Each review includes information about the Common Core standards within a specific course and whether the standard was fully met, partially met, or not met. In addition, CLRN indicates whether the resource demonstrates, practices, and/or assesses each standard. Courses may be found by keyword, or browsed by subject, course, standard strand, or specific standard. CLRN also reviews history-social science, science, and visual and performing arts courses against California's original content standards.

Free Web Information Link (WILs) Reviews
CLRN's web link reviews free and advertisement-free web links in seven subject areas. English-language arts and mathematics web link reviews specify the Common Core State Standards CLRN found that demonstrate, practice and/or assess each standard. Each web link review includes a user feedback survey asking educators whether they recommend the resource. Web links may be browsed by subject area, searched for by keyword, or selected by specific content standard.

More information and resource reviews are available at http://www.clrn.org.

California Mathematics Council

Services/Support Available

As part of its mission, the California Mathematics Council (CMC) is committed to promoting professional activities that will ensure continual improvement towards excellence in the teaching of mathematics. In light of the adoption of the California Common Core State Standards for Mathematics (CaCCSSM), assisting in the transition has become a priority for CMC's work.

In support of schools and districts, CMC offers conferences and symposia which engage educators of all levels, pre-K through community college. Presentations, workshops, and exhibits are offered to assist in familiarizing participants with the content of the CaCCSSM, but also with translating the standards to classroom instruction and practice and implications for sites as the standards thread across grade levels to bring coherence to mathematics instruction and learning. CMC conferences also provide opportunities for the CDE to promote its work and disseminate information at its three annual events held throughout the state.

CMC maintains a web site which provides professional resources for teacher development, teaching resources for curriculum enhancement, and family resources for students and parents. Regular updates on CaCCSSM resources and implementation, STEM, and support for sites interested in hosting a Family Math nights are included. To support parents, the *Math at Home* publication (in English and Spanish), articles, and activities to help families enjoy math together are available.

To inform its members further, CMC publishes a quarterly journal, *The ComMuniCator*. *The ComMuniCator,* a nationally recognized forum for mathematics educators, discusses current issues, reports new developments, showcases innovative teaching and assessment techniques, and publicizes conferences, CMC services, and other professional opportunities. Subscribers are able to avail themselves of archived copies of the journal on the CMC website, allowing access to a storehouse of additional information.

CMC conducts Math Festivals for schools, staff, parents, and families. These school-wide events expose students, teachers, and parents to key critical mathematics topics in a positive, self exploratory, festival-like atmosphere while providing K-8 student involvement, teacher professional development, and parent outreach. Hands-on, interactive festivals can be arranged with a focus on algebra, geometry, or number and can also include coordinated programs for teacher professional development and outreach to parents and families. This fee-for-service program exemplifies the CaCCSSM Standards for Mathematics Practices in action.

In order to promote student involvement and interest in the field of mathematics, CMC provides financial support for qualified organized student activities. Examples of qualifying activities include Math Field Days, Problem Solving Contests, and Mathematics Olympics. These activities engage sites and districts in activities that promote achievement and positive dispositions towards mathematics.

CMC collaborates with the California Mathematics Project to develop professional development modules to support implementation of CaCCSSM. Topics include transformational geometry, fractions on the number line, Modeling (K-8 and HS), and number sense. These professional development modules are available at no charge and are housed at http://caccssm.cmpso.org.

At present, CMC has 23 affiliated groups throughout the state. These local groups provide additional professional development activities and support through mini-conferences, symposia, and the like. Affiliates also provide a way for teachers to become involved locally, to enter into the discussion of how mathematics education might be improved in their classrooms, schools, and districts, and to brainstorm local solutions.

There is much to do to ensure full implementation of the CaCCSSM. CMC offers its support and resources to schools and districts to ensure that all of California's students have access to powerful mathematics instruction.

Contacts:

Web site: cmc-math.org

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California Reading Association

The California Reading Association (CRA) is a non-profit professional organization of educators who are actively involved in all aspects of reading and language arts education, from kindergarten through university levels. The CRA state organization, an affiliate of the International Reading Association (IRA), consists of more than 40 active local reading councils located in different service areas around the state. Over 3,000 educators hold membership in this professional organization.

The California Reading Association is committed to promoting **standards-aligned** instruction which is designed to meet the needs of all learners. CRA supports the use of **research-based** teaching strategies designed to enable students to decode, comprehend, think critically, and communicate effectively. Our five main goals include:

- **Professional Development** – research based opportunities for professional growth
- **Partnership with local councils** – strengthen and support local reading councils
- **Leadership Development** – mentor active and dynamic leaders in the reading community
- **Membership Development** – expand membership diversity to reflect educators in California
- **Advocacy** – advocate for policies and practices that continually improve literacy instruction
- **Collaboration** – strengthen alliances with individuals and organizations that share common goals.

The Mission of the California Reading Association is to promote literacy for all.

- We provide a local and statewide network of teachers and administrators associated with issues of reading and language arts instruction, including writing, spelling, thematic instruction, and assessment.
- We support the activities of the local reading councils and provide a concentrated focus and dialogue about literacy issues.
- We advocate for strong balanced reading and language arts programs for all learners in which essential literacy skills and high-quality texts are used effectively to create a seamless curricular approach.
- We promote timely instructional materials, resources, and information on current reading and language arts research, trends, and instructional approaches.
- We promote the pursuit of life-long reading.

To assist California's educators, The California Reading Association

- Publishes a quarterly journal, *The California Reader*, which provides readers with current research which can be easily incorporated into classroom instruction to meet the needs of all learners
- Provides educators with titles of high quality fiction, across grade levels, including classroom activities, readers theaters, and other instructional ideas through our involvement in the California Young Reader Medal program.
- Supplies educators with titles of high quality non-fiction, across grade levels, through the Eureka! Award for non-fiction program.
- Offers educators professional development through both local presentations and the statewide institutes held each fall. Our institutes include sessions presented by top educational researchers, specialists, authors, and fellow educators. The institute provides quality networking opportunites.
- In the fall of 2012, we will focus on the Common Core Standards by providing top featured speakers in this area.
- Gives educators a recently updated web site with opportunities to share and obtain ideas and information through blogs and links, as well as easy ways to register online for activities and materials.

More information is available at www.californiareads.org.

California School Library Association

California Teacher Librarians & Library Paraprofessionals Support California Common Core Content Standards

California Common Core Content

Provide Common Core Standard Instruction and Resources

Teach Common Core standards – based lessons

Share Common Core Standards – based lessons with teachers and teacher librarians through the CDE Brokers of Expertise

Provide support for Digital Literacy through resources such as http://k12digitalcitizenship.wikispaces.com and http://ecitizenship.csla.net

Provide instruction in digital resources through resources such as School Library Learning 2.0 - http://schoollibrarylearning2.csla.net, Classroom Learning 2.0 - http://classroomlearning2.csla.net

Provide Support for the Common Core Standards

CCCCS are interdisciplinary; teacher librarians help teachers make connections across the curriculum

Promote college and career readiness through access to expository text and digital resources

Provide skills to access and evaluate a variety of text types and digital formats and to present that information appropriately

Provide the Information Infrastructure for the Common Core Standards

Provide primary resources

Provide a variety of text types

Provide appropriate and increasingly complex informational text supporting the content areas

Provide access to digital resources

Teacher Librarians

Credentialed Teacher Librarian, NCLB certified

Library Paraprofessionals

Classified Clerical Assistant

Tanya Rickards | VP Professional Development | California School Library Association |

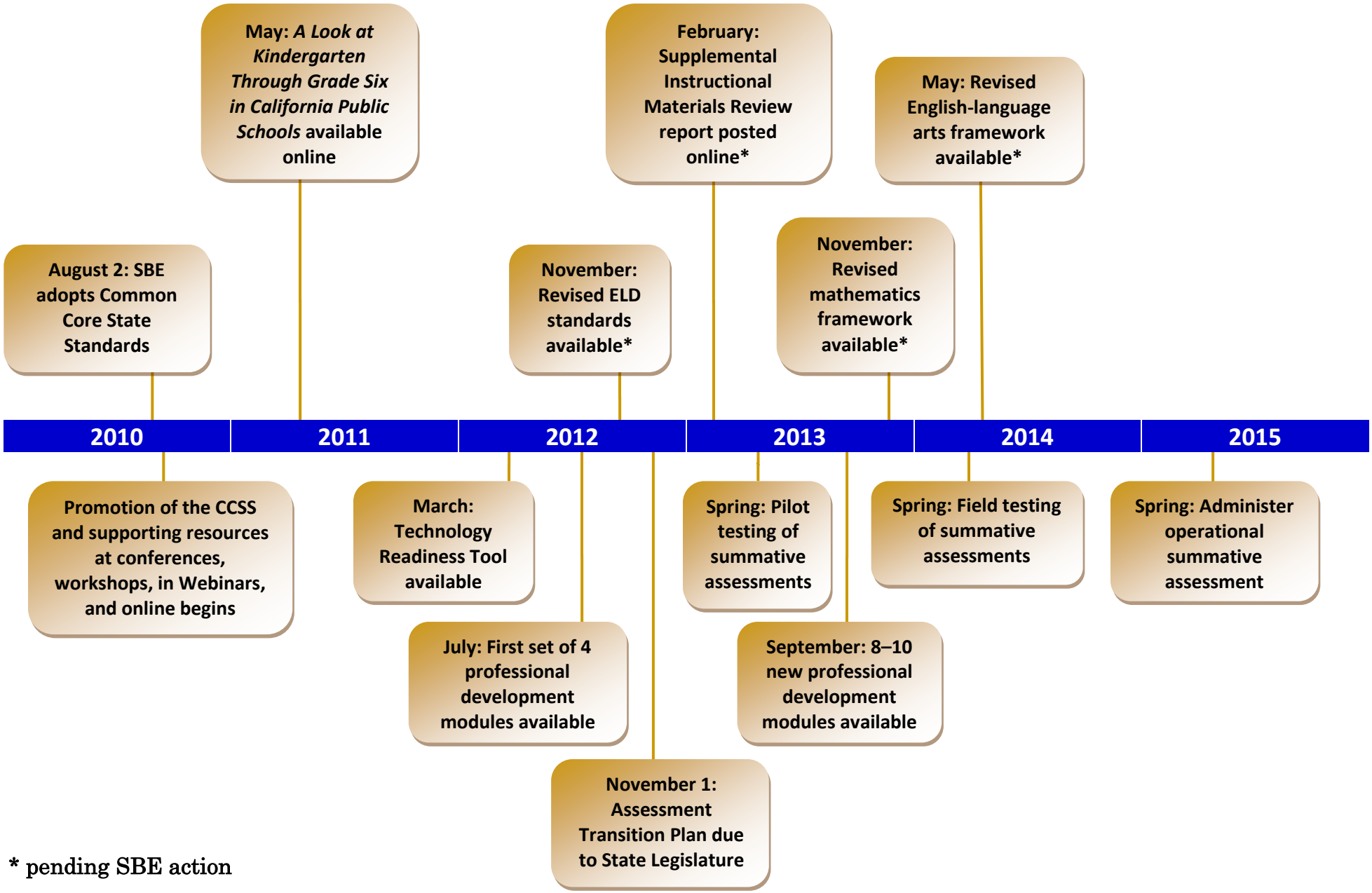
California State Parent Teacher Association

The mission of the California State PTA is to positively impact the lives of all children and families by representing our members, and empowering and supporting them with skills in advocacy, leadership and communications. The California State PTA is a professional, non-profit volunteer organization committed to the well-being of all children. Our core values include:

- We believe every adult has a responsibility to ensure that all children develop to their full potential.
- We believe parents are children's first teachers and that parent involvement is essential throughout a child's educational experience.
- We believe that family is the basic unit of society responsible for the support and nurturing of all children, and we recognize that "the family" may be defined in many ways.
- We believe our responsibility includes advocating for the safety and welfare of all children and the opportunity for a quality public education for each child.

The California State PTA has developed some useful parent guides on the CCSS. Find out what your child will be learning, at each grade level, in Mathematics and English Language Arts once the Common Core State Standards are in place. You'll also learn more about how you can support your child's learning and other helpful information. The guides are available at http://www.capta.org/sections/programs/e-standards.cfm

Appendix D: CCSS Systems Implementation – Significant Milestones



* pending SBE action

Appendix E: Common Core State Standards Web Resources

California Department of Education Resources

- Common Core State Standards Resources Website: http://www.cde.ca.gov/ci/cc/
- SMARTER Balanced Assessment Consortium Webpage: http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp
- Professional Development Opportunity Search Form: http://ww3.cde.ca.gov/prodevops/search.aspx
- CDE on iTunes U: http://www.cde.ca.gov/re/mm/it/
- Taking Center Stage Act II: http://pubs.cde.ca.gov/tcsii/index.aspx
- Child Development Division Resources: http://www.cde.ca.gov/sp/cd/re/

Multi-State Resources

- Common Core State Standards Initiative Website: http://www.corestandards.org/ (Outside Source)
- SMARTER Balanced Assessment Consortium Webpage: http://www.k12.wa.us/SMARTER/default.aspx (Outside Source)