

## Common Core State Standards History

The Kindergarten-12 Common Core State Standards (CCSS) represent a set of expectations for student knowledge and skills necessary to succeed in college and careers. CCSS will help ensure that students receive a high quality education consistent, from school to school and state to state. The development of the CCSS was spearheaded by two organizations - the Council of Chief State School Officers and the National Governors Association.

- In July 2009, work groups and feedback groups composed of representatives from higher education, K-12 education, and the research community began work on standards in mathematics and English language arts (ELA) and the College and Career Ready Standards.
- On March 10, 2010, the first public draft of Common Core State Standards was released with the final version released on June 2, 2010.
- The criteria used to develop the CCSS were:
  - Aligned with college and work expectations;
  - To include rigorous content and application of knowledge through high-order skills;
  - Built upon strengths and lessons of current State standards;
  - Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society;
  - Evidence and/or research-based.

## Parent Involvement

Parents are an important component to the implementation of the Common Core. Parents have been trained on the incremental changes in the instruction that will occur as SAUSD moves forward with implementation of these new standards. Parents know that while their child continues to develop his or her skills in a subject, there will be a greater focus on applying them in real-world applications. SAUSD is providing Common Core Parent Road Maps to share what their children will be learning in the classroom and how they can be an active participant in helping their students master skills at each grade level. SAUSD believes that together, parents and educators, can collectively work to support students to be college and career ready.

## Partnerships

Under the direction of Superintendent, Dr. Thelma Meléndez de Santa Ana, and the Board of Education, Educational Services, in collaboration with Human Resources and Business Services, work with national partners to implement the Common Core based on best practices and current research.



With 82% of SAUSD's students English Language Learners or redesignated English Learners, SAUSD has maintained a focus to ensure that the implementation of Common Core considers the needs of their students. Santa Ana is implementing this process by building on the strong foundation that has been developed over the last several years in Santa Ana.

The work is based on the theory of action that by implementing high quality, personalized instruction, Santa Ana Unified will accelerate student achievement and prepare **all** students to be college and career ready.

Thelma Meléndez de Santa Ana, Ph.D.,  
Superintendent

Cathie Olsky, Ed.D., Deputy Superintendent, Chief  
Academic Officer

### Board of Education

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# Common Core State Standards

**Changing from Procedure to  
Application of Knowledge**



## Santa Ana Unified School District's Mission:

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and a global society.

**The Santa Ana Way:**

Santa Ana Unified School District (SAUSD) continues a four-year journey towards implementation of the Common Core State Standards (CCSS) through this year’s kick off theme, “Getting to the Core...Superior Standards, Supportive School Climate, Successful Students,” By harnessing the potential of teacher-to-teacher coaching, the Educational Services Division transformed professional development bringing the instructional shifts of the CCSS directly to each school and classroom.

A key component of SAUSD’s four-year implementation plan is the use of Common Core units of study. The units of study will afford P-12 teachers an initial, positive experience with the Common Core and provide an exemplar of effective Common Core instruction. The units of study emphasize key instructional changes in both literacy and mathematics in manageable pieces and be actionable in terms of teaching and learning.

**English Language Arts:**

- 1. **Building knowledge** through **content-rich nonfiction**
- 2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
- 3. Regular practice with **complex text** and its **academic language**

**Mathematics:**

- 1. **Focus:** Focus strongly where the standards focus.
- 2. **Coherence:** Think across grades and link to major topics
- 3. **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

The units of study provide teachers with a context in which to fluidly use high leverage instructional strategies throughout the P-12 continuum including Thinking Maps, linguistic frames, GLAD strategies, language and content objectives, and Depth and Complexity Thinking Icons. In October 2012, initial units of study and lessons created for teachers, by teachers will be rolled out to students.

**Building Capacity:**

Teacher to teacher training and coaching is achieved through the use of Certificated Learning and Achievement Specialists (CLAS), instructional strategists who are assigned to each school site. Highly trained CLAS teachers are charged with serving as an instructional liaison between the District Office’s Educational Services and the individual school site.

**Key Changes with Common Core**

<b><u>Current</u></b>	<b><u>With Common Core State Standards</u></b>
Standards spiral and may skip among the grade levels for inconsistent learning development	Standards form a stair-cased progression of learning linked back to College and Career Anchor Standards
Students work independently	Students work interdependently in small groups or partnerships with peers
Students demonstrate their learning through multiple choice assessments	Students demonstrate their learning through performance/project based assessments
Importance is placed on learning of facts	Importance is placed on applying learning in different contexts
Importance is placed on getting the right answer	Importance is placed on the process to get a possible answer

Students answer questions by using prior knowledge and personal experience	Students answer questions by using evidence from the text
Students learn reading and writing skills only during English Language Arts classes	Students learn reading and writing skills during all classes including Social Studies, Science, and electives

**Assessments:**

The Smarter Balanced Assessment Consortium (SBAC) is a State-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. SBAC is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the [Common Core State Standards \(CCSS\)](#) by the 2014-15 school year. The SBAC focus is on assessing students annually in grades 3 through 8 and 11 in English-language arts and mathematics under current federal requirements.

On June 9, 2011, California joined the SBAC as a governing state along with 25 other states. As one of the 21 governing state, California has decision-making participation. The remaining four are advisory states.

Smarter Balanced assessments will go beyond multiple-choice questions and include short constructed response, extended constructed response, and performance tasks that allow students to complete an in-depth project that demonstrate analytical skills and real-world problem solving.