# California’s Comprehensive Literacy Needs Assessment

**Overview:** This Comprehensive Literacy Needs Assessment is an integral part of the California Department of Education’s (CDE’s) recently awarded Comprehensive Literacy State Development (CLSD) grant, which will be leveraged to improve birth through grade twelve literacy outcomes statewide. The survey utilizes a developmental rubric to allow local educational agency (LEA) teams identify at what stage orto what extent their local support systems result in optimal literacy outcomes for all students. The CDE will use the results of the survey to determine statewide literacy needs andinform the contents of a state literacy plan, which will be available as a resource by late 2020. The survey is designed to be used as a tool for LEA teams to determine areas of strength and development related to literacy outcomes, not to evaluate the performance of participating LEAs, administrators, teachers, staff, or students.

Throughout the survey, the term “Literacy” refers to the skills in reading, writing, speaking, and listening that are the foundation for creative and purposeful expression in language (California Common Core State Standards, 2010). Consistent with California policies and priorities, supporting student literacy also entails supporting acquisition of literacy skills in more than one language (biliteracy/multilingualism), ensuring that each and every student has access to high-quality literacy instruction that is differentiated to meet their needs, and providing literacy- and language-rich experiences for our youngest learners, including those who are learning more than one language in multilingual settings.

Developing language and literacy skills starts at birth and research clearly demonstrates that young children with exposure to rich literacy and language environments learn to read earlier and excel in school when compared to children who have limited exposure to language and books in their early years. Interest in books and a positive regard for reading are important developmental accomplishments for young children. Participation in early literacy activities and experiences are necessary for them to become able readers and lifelong literacy learners. Efforts to foster communication and language development also promote emergent literacy in infants and toddlers. As children learn language (including multiple languages), they are building a foundation for later literacy. It is essential to provide rich learning environments and curricula that offer easily accessible, inclusive, and age-appropriate books.

California’s kindergarten through grade twelve (K−12) system is the largest in the nation, serving approximately 6.2 million students. More than 60 languages are spoken in the homes of California’s students and about one in four of those students (approximately 1.3 million) are English Learners (ELs). Furthermore, an estimated 1.2 million students are proficient in English and also speak another language. This means that over 40 percent of California’s K−12 students come to school with knowledge and experience in at least two languages. California’s vision for biliteracy/multilingualism is put forth in the EL Roadmap and the California Education for a Global Economy (CA Ed.G.E.) Initiative. The Global California 2030 Initiative further encourages LEAs to provide multilingual opportunities to all students.

Research confirms that for students experiencing reading difficulties, whether it be due to a disability or other learning difference, early intervention and targeted interventions, a change in intensity or duration of instruction, or the provision of special education services can support improved literacy outcomes. As noted in the California Dyslexia Guidelines, “Learning to teach reading, oral language, and written expression is a complex undertaking. The competence and expertise of teachers can be cultivated with training that emphasizes the study of reading development, language structure, and individual patterns of language, learning strengths, and weaknesses. In addition, to learn to use instructional strategies effectively, teachers need supervised practicum opportunities, especially if they are responsible for teaching students with dyslexia” (page 38). Teaching reading, oral language, and written expression also includes ensuring students with significant cognitive disabilities and/or augmentative communication needs are provided differentiated and specialized academic instruction in order to obtain the necessary literacy skills to access the general education environment and grade level standards.

Above all, and consistent with the goals of the CLSD grant, the CDE aims to narrow the achievement gap by providing high-quality literacy instruction to students who have historically been underserved.This includes an emphasis on providing inclusive instructional practices within a Multi-tiered System of Supports structure.

**Intended Respondents:** This survey provides an opportunity for LEA faculty and staff to teamtogether to evaluate the literacy structures and supports that exist locally. Teams can include county and district leaders, school administrators, multilingual education coordinators, instructional staff, special education staff, students, and families. LEAs should allow sufficient time for teams to complete the survey in its entirety, review research, and engage in discussions to sufficiently address each question/topic. Note that elementary- or high school-only districts, single school districts, charters, etc., may complete the survey in a manner relevant to their own context by disregarding questions that do not apply.

**Instructions and Recommendations:** LEA teams should work together to discuss the questions on the survey and complete the survey as agroup **before** completing it online. After an opening set of program-specific questions, the survey is divided into Key Topics (A–D) and poses evaluative questions based on literacy-oriented content. Each level of the developmental criteria refers to and builds upon the preceding levels. For example, the optimizing level includes not only its own descriptors, but also those from the emerging, developing, and operationalizing levels.

If team members have questions about completing this survey, please email the CLSD grant team at [CLSDP@cde.ca.gov.](mailto:CLSDP@cde.ca.gov)

## Definitions:

Please keep the following definitions in mind while completing this survey.

Biliteracy: For purposes of this survey, “biliteracy” may include instruction in dual-language immersion, transitional bilingual, developmental bilingual, one-way immersion, and other language acquisition programs that lead to biliteracy or multiliteracy; that is, literacy in English and one or more other languages.

Dual Language Learners (DLLs): Young DLLs are children in early education settings (birth through age five) who have to learn to comprehend, communicate, and read in a language that differs from the language primarily spoken in their home. Most young DLLs are U.S.-born children of immigrants, but may also include children of U.S.-born parents. For this survey, early education settings apply primarily to transitional kindergarten (TK) and kindergarten (K) students.

EL Students: Schools can vary considerably in the composition of their EL students who come from a range of educational and learning histories. The state data system has made available a differentiated view for EL students with varying number of years in English Language Development (ELD) programs or services (“EL zero–three years,” “At-Risk four–five years,” [Long-Term English Learner] “LTEL six plus years,” “EL four plus years not at risk of LTEL,” [Reclassified Fluent English Proficient] “RFEP," and “Ever-EL” [current plus former ELs]), as well as various state-specified statuses. Dually identified students (EL students with disabilities) are also a significant portion of the population, especially concentrated in the long-term EL population at the secondary level.

Foundational skills: Print concepts, phonological awareness, phonics and word recognition, and fluency.

Instructional Specialists: May include, but are not limited to, Literacy Coaches, Academic/Instructional Coaches, EL Specialists; Reading Specialists, Special Education Specialists, etc.

LEA: May include county offices of education, school districts, schools, direct-funded charter schools, and private schools.

Standard English Learners (SELs): Native speakers of English who are ethnic minority students (e.g., those who speak African American English, American Indian English, Southeast Asian American English, Latinx English, Native Pacific Islander English, etc. in their homes and communities) and whose mastery of the standard English and academic language used in schools needs further development.

## State Guidance Resources Related to Instruction and Policy

Please reference the following documents for further information on topics contained within this survey.

* California’s Best Practices for Young Dual Language Learners: Research Overview Papers  
  <https://www.cde.ca.gov/sp/cd/Re/documents/dllresearchpapers.pdf>
* CA Ed.G.E Initiative  
  <https://www.cde.ca.gov/sp/el/er/documents/edgehandbook.pdf>
* California English Language Arts/English Language Development (ELA/ELD) Framework  
  <https://www.cde.ca.gov/ci/rl/cf/>
* California English Learner Roadmap  
  <https://www.cde.ca.gov/sp/el/rm/>
* California Dyslexia Guidelines  
  <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
* California Practitioners’ Guide for Educating English Learners with Disabilities  
  <https://www.cde.ca.gov/SP/se/ac/documents/ab2785guide.pdf>
* California Preschool Learning Foundations, Volume 1  
  <https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
* Global California 2030  
  <https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>
* Quality Professional Learning Standards (QPLS)  
  <https://www.cde.ca.gov/pd/ps/qpls.asp>
* Model School Library Standards for California Public Schools  
  <https://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>

## Local Educational Agency and Contact Information

All identifying markers in the data collected by this needs assessment will be removed for the final analysis. If you have questions, please contact the CLSD grant team at [CLSDP@cde.ca.gov](mailto:CLSDP@cde.ca.gov).

## LEA Information

County: [enter county here]

District: (*N/A if not applicable*) [enter district or N/A if not applicable]

School: *(N/A if not applicable)* [enter school or N/A if not applicable]

Address: [enter address here]

City: [enter city here]

Zip Code: [enter zip code here]

## Contact Information for Clarification, if needed

First Name: [enter first name here]

Last Name: [enter last name here]

Title: [enter title here]

Phone Number: [enter phone number here]

Email: [enter email here]

## Opening Questions

Answer the following questions to provide a context for your LEA. **Note that there is a 2,000 character limit for each opening question.**

**Identify the core reading/literacy and/or biliteracy programs your school/district implements currently. Please specify the programs by name, the year they were adopted, and any language(s) other than English in which literacy is being developed.**

**Identify the reading and/or literacy intervention programs, strategies, and models your school/district implements at the elementary and/or secondary levels.**

**Identify the professional learning structures that are in place to ensure successful implementation of literacy-related programs and strategies.**

**Identify the family and community engagement efforts that are in place to promote students’ literacy and language development.**

## Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction

The LEA and school leaders collaborate to implement high-quality literacy programs, which includes analyzing assessment data, utilizing evidence-based instructional practices, building literacy-focused teams, and promoting teacher learning and leadership.[[1]](#footnote-1)

### How do school leaders demonstrate a commitment to build the capacity of all staff to implement evidence-based literacy instruction?

**Emerging (Establishing Consensus):** *School leaders support professional development opportunities, which include evidence-based literacy strategies, for all teachers.*

**Developing (Building Infrastructure):** *School leaders research and facilitate literacy-based professional development opportunities**and coaching based on identified staff needs.*

**Operationalizing (Gaining Consistency):** *School leaders identify, facilitate, and participate in literacy-based professional**development opportunities with and for all staff.*

**Optimizing (Innovating and Sustaining):** *School leaders ensure ongoing, collaborative, literacy-based, professional learning[[2]](#footnote-2)**opportunities are in place for all staff, across all content areas.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do school leaders support implementation of core curricula that includes structured[[3]](#footnote-3), evidence-based instruction in foundational skills[[4]](#footnote-4) to support all students?

**Emerging (Establishing Consensus):** *Schools utilize core reading curricula that includes structured, evidence-based instruction in**foundational skills.*

**Developing (Building Infrastructure):** *Schools provide instructional specialists to support students with disabilities, EL students, DLL students, LTEL students in developing foundational literacy skills.*

**Operationalizing (Gaining Consistency):** *School leaders provide support and guidance for teachers related to structured, evidence-based instruction in foundational skills for all students at the elementary level.*

**Optimizing (Innovating and Sustaining):** *School leaders provide ongoing support and guidance to ensure high-quality literacy**instruction for all students, across content areas and grade levels, including effective practices for SEL students.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do school leaders ensure that there is a literacy leadership team on site?

**Emerging (Establishing Consensus):** *School leaders have considered establishing a literacy leadership team.*

**Developing (Building Infrastructure):** *School leaders have formed a literacy leadership team comprised of ELA teachers and other**instructional specialists.*

**Operationalizing (Gaining Consistency):** *School leaders have formed a literacy leadership team that meets regularly and is comprised of teachers across**disciplines and other relevant staff.*

**Optimizing (Innovating and Sustaining):** *School leaders ensure the literacy leadership team includes families,**students, and community members, and has clear goals and strategies in place to improve literacy outcomes for all students.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do school leaders promote teacher leadership to support evidence-based literacy instruction?

**Emerging (Establishing Consensus):** *School leaders encourage and recognize teacher expertise and leadership in the area of**evidence-based literacy instruction.*

**Developing (Building Infrastructure):** *School leaders have identified teacher leaders, support their involvement in literacy-based**professional development, and encourage them to share information learned with peers.*

**Operationalizing (Gaining Consistency):** *School leaders provide opportunities for teacher leaders to share evidence-based literacy**practices during staff meetings and/or professional learning communities.*

**Optimizing (Innovating and Sustaining):** *School leaders provide a well-established coaching and professional learning model that**builds the capacity of teacher leaders to support peers in implementing evidence-based literacy instruction in all classrooms.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### This concludes Key Topic A. Please take the time to add any other relevant details on this topic before moving on. (if applicable) (2,000 characters maximum)

## Key Topic B: Assessment Practices and Intervention Supports

Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.[[5]](#footnote-5)

### How does the LEA support schools to interpret assessment data to inform decisions about literacy-focused curricula and instruction?

**Emerging (Establishing Consensus):** *The LEA has an assessment data sharing protocol in place to provide benchmark, interim, and summative assessment information to**schools on a regular and timely basis.*

**Developing (Building Infrastructure):** *The LEA makes available resources, tools, and data analysis protocols to aid schools in**gathering, analyzing, and interpreting assessment data to inform decisions relating to literacy-focused curriculum development and instruction.*

**Operationalizing (Gaining Consistency):** *The LEA provides support and guidance for instructional staff and administrators on how**to interpret assessment data, utilize formative assessment practices to inform literacy instruction, and determine supports and interventions as needed.*

**Optimizing (Innovating and Sustaining):** *The LEA supports school leaders to build collaborative teams, which include teachers of all**content areas and instructional specialists, to regularly and strategically interpret assessment data, share formative assessment practices, and make instructional adjustments as needed.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### In what ways does the LEA support the use of universal literacy screening measures for entering TK, K, and current students to ensure appropriate placement and intervention supports are provided as needed?

**Emerging (Establishing Consensus):** *The LEA has adopted or recommends universal literacy screening measures to help inform**placement and intervention decisions for students in the elementary grades, including entering TK and K students, and at the secondary level for targeted student populations.*

**Developing (Building Infrastructure):** *The LEA provides guidance to instructional staff and administrators on how to use universal**literacy screening measures at the elementary level. This may include facilitating the use of Pre−K literacy assessment data (e.g., Dynamic Indicators of Basic Early Literacy Skills[[6]](#footnote-6) [DIBELS], Desired Results Developmental Profile [DRDP], Indicadores Dinámicos del Exito en la Lectura [Spanish DIBELS],* *Perfil de Desarrollo de Resultados Deseados [Spanish DRDP]).*

**Operationalizing (Gaining Consistency):** *The LEA provides support and guidance to instructional staff and administrators on how to**use universal literacy screening measures at the elementary level, and at the secondary level for targeted student populations.*

**Optimizing (Innovating and Sustaining):** *The LEA ensures universal literacy screening measures are in place for all schools,**provides instructional staff and administrators with guidance and support, and ensures interventions are available to students who need them. This includes facilitating the use of Pre−K literacy assessment data.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do schools provide literacy and language supports and interventions to ensure access to the full curriculum for all students?

**Emerging (Establishing Consensus):** *Schools encourage and/or provide opportunities for instructional specialists and general**education teachers to work together to provide targeted student intervention and supports in the general education classroom.*

**Developing (Building Infrastructure):** *Schools provide support to general education teachers and instructional specialists on how to identify**and provide targeted literacy and language supports and interventions.*

**Operationalizing (Gaining Consistency):** *Schools have designated classes, taught by instructional specialists (e.g., ELD, bilingual, special**education, reading/literacy, etc.), that enable targeted support in literacy/language development* *that is aligned to state literacy guidance documents (e.g., ELA/ELD Framework, Dyslexia Guidelines).*

**Optimizing (Innovating and Sustaining):** *Schools provide support and ongoing collaborative opportunities for all instructional staff and specialists**to ensure all students receive targeted literacy/language intervention and supports in the general education classroom and designated classes, as needed, and* *that is aligned to state literacy guidance documents (e.g., ELA/ELD Framework, Dyslexia Guidelines).*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do schools use assessments in multiple languages to gather evidence of literacy and/or biliteracy development across content areas?

**Emerging (Establishing Consensus):** *Schools provide ELA and ELD teachers assessments based on the ELA/Literacy and Spanish**Language Development (SLD) standards, as applicable to the student population.*

**Developing (Building Infrastructure):** *Schools encourage ELA, ELD, and bilingual teachers to compare the results of assessments**based on the ELA/ELD and/or SLD standards to inform literacy and/or biliteracy instruction.*

**Operationalizing (Gaining Consistency):** *Schools encourage teachers to work collaboratively across content areas to administer**and compare the results of assessments based on the ELA/ELD and/or SLD standards, including the use of formative assessment practices and/or other home language assessments.*

**Optimizing (Innovating and Sustaining):** *Schools provide dedicated time for teachers to work collaboratively across content areas to**administer and interpret a variety of assessment data and practices to ensure high-quality, evidence-based literacy and/or biliteracy instruction for all students.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### This concludes Key Topic B. Please take the time to add any other relevant details on this topic before moving on. (if applicable) (2,000 characters maximum)

## Key Topic C: Policy, Structure, and Cultural Alignment

Policies, procedures, and implementation of California guidance documents relating to standards-based literacy instruction and culturally relevant pedagogy are in place in all TK−12 classrooms.[[7]](#footnote-7)

### How does the LEA support implementation of standards-based core curricula that incorporates literacy across all content areas?

**Emerging (Establishing Consensus):** *The LEA has adopted standards-based core curricula in all content areas that is aligned to the**California Common Core Standards for ELA/Literacy, Model School Library Standards, and curriculum frameworks.*

**Developing (Building Infrastructure):** *The LEA provides guidance and support for ELA/ELD teachers on standards-based core**literacy curricula that is aligned to the ELA/ELD Framework.*

**Operationalizing (Gaining Consistency):** *The LEA provides guidance and support for some content area teachers and**administrators on the literacy elements embedded in the core curricula, which may also include information literacy[[8]](#footnote-8).*

**Optimizing (Innovating and Sustaining):** *The LEA provides ongoing guidance and support to all administrators and teachers across**all**content areas on comprehensive evidence-based literacy practices within all core curricula.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How does the LEA support the implementation of California’s literacy-related guidance and policy documents (including, but not limited to, California’s curriculum frameworks, Dyslexia Guidelines, the Practitioner’s Guide for Educating English Learners with Disabilities, the EL Roadmap, etc.)?

**Emerging (Establishing Consensus):** *The LEA encourages schools to implement the literacy-related guidance within California’s*curriculum*frameworks across content areas in all schools.*

**Developing (Building Infrastructure):** *The LEA has policy aligned to the EL Roadmap and provides support and guidance on the**ELA/ELD framework to ELA, Spanish Language Arts (SLA), and ELD teachers and administrators.*

**Operationalizing (Gaining Consistency):** *The LEA provides support and guidance to ELD, SLA, and special education teachers relating to**implementation of state guidance documents such as the Dyslexia Guidelines and the Practitioner’s Guide for Educating English Learners with Disabilities.*

**Optimizing (Innovating and Sustaining):** *The LEA works closely with school leaders and instructional staff to align and integrate**California’s guidance and policy documents through ongoing support and guidance to ensure an aligned and coherent vision for literacy in all schools across all content areas.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do schools implement evidence-based literacy and/or biliteracy instruction that allows all students to effectively apply academic language across content areas?

**Emerging (Establishing Consensus):** *Schools utilize core ELA/ELD curricula that incorporates academic language development and**literacy and/or biliteracy instruction across all content areas at all grade levels.*

**Developing (Building Infrastructure):** *Schools provide support and guidance for ELA/ELD and special education teachers on**academic language development and literacy and/or biliteracy instruction.*

**Operationalizing (Gaining Consistency):** *Schools provide support and guidance for some content area teachers on academic**language development and literacy and/or biliteracy instruction.*

**Optimizing (Innovating and Sustaining):** *Schools provide ongoing collaborative opportunities for all teachers to work together to**ensure academic language development and literacy and/or biliteracy instruction takes place in all classrooms.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do schools support teachers to share responsibility, collaborate, and understand their role in supporting all learners, including EL students, DLL students, LTEL students, Ever-EL students, SEL students, and students with varying abilities, in their literacy and language development?

**Emerging (Establishing Consensus):** *School leaders encourage ELA, ELD, bilingual, and special education teachers to work together to**ensure EL students, DLL students, LTEL students, SEL students, and students with varying abilities meet the rigorous ELA/literacy and ELD standards.*

**Developing (Building Infrastructure):** *School leaders provide dedicated time for ELA, ELD, bilingual, and special education teachers to collaborate using ELA/ELD Framework-aligned materials and resources that support student language and literacy development.*

**Operationalizing (Gaining Consistency):** *School leaders provide dedicated time for ELA, ELD, bilingual, special education, and some content**area teachers to work together using materials and resources that address varying linguistic and cultural contexts and are aligned to all content area curriculum frameworks.*

**Optimizing (Innovating and Sustaining):** *School leaders support a schoolwide culture of collaboration and provide dedicated time**for administrators, specialists, and teachers across content areas and grade levels to work together on a shared vision of literacy instruction.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### This concludes Key Topic C. Please take the time to add any other relevant details on this topic before moving on. (if applicable) (2,000 characters maximum)

## Key Topic D: Family, Community, and Partner Supports

Schools exist within the context of the community and work with parents, families, community members, and outside organizations to create the structures necessary for effective literacy instruction and learning.[[9]](#footnote-9)

### How do schools ensure family and community engagement in literacy-related activities?

**Emerging (Establishing Consensus):** *Schools encourage family and community engagement through volunteer opportunities in the**classroom, field trips, etc.*

**Developing (Building Infrastructure):** *Schools host cultural activities and encourage teachers to seek new opportunities for family**involvement and community-based activities.*

**Operationalizing (Gaining Consistency):** *Schools ensure school libraries include multilingual and multicultural materials (including works from diverse authors, reflective of the community) and encourage teachers to build classroom collections that reflect the linguistic and cultural diversity of their students and families.*

**Optimizing (Innovating and Sustaining):** *Schools have partnerships with literacy-focused community organizations (e.g., public**libraries, colleges and universities, etc.), and facilitate family and community input through forums that include translators or are conducted in the most prevalent home language(s).*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do schools ensure that community, family, and student language, linguistic and cultural diversity, and English dialects, including African American English, Latinx English, or Spanglish are recognized as assets, respected, and valued?

**Emerging (Establishing Consensus):** *Schools utilize instructional materials that incorporate language, linguistic, and cultural**diversity.*

**Developing (Building Infrastructure):** *Schools provide guidance to teachers on recognizing and valuing student language, linguistic,**and cultural diversity as assets.*

**Operationalizing (Gaining Consistency):** *Schools ensure school libraries include multilingual and multicultural materials, including**media, which reflect the linguistic and cultural diversity of students and families.*

**Optimizing (Innovating and Sustaining):** *Schools communicate a vision that values diversity; promotes asset-based instructional**practices that value students’ cultures and linguistic dialects; and involves community members to increase awareness of linguistic and/or cultural practices that validate student identities and build upon a culture of respect.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do schools establish and sustain positive and effective relationships with early education providers within their communities?

**Emerging (Establishing Consensus):** *Schools maintain information about the predominant early education providers, including those with multilingual programs, within their**local communities.*

**Developing (Building Infrastructure):** *Schools maintain student-level information about which early education providers their**students transfer from.*

**Operationalizing (Gaining Consistency):** *Schools have established relationships with the early education providers where most of**their students transfer from and work together to facilitate TK and K transitions.*

**Optimizing (Innovating and Sustaining):** *Schools collaborate with early education providers to support instruction at those sites,**share data, and ensure successful transitions to elementary school.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### How do schools establish and sustain positive and meaningful relationships with community organizations that provide students with supplemental educational opportunities related to literacy?

**Emerging (Establishing Consensus):** *Schools maintain information about some organizations in their communities that provide**students with supplemental educational opportunities related to literacy.*

**Developing (Building Infrastructure):** *Schools maintain information about supplemental educational opportunities (e.g., internships,**dual or concurrent enrollment, credit-recovery, tutoring, arts and language, etc.), that their students may participate in.*

**Operationalizing (Gaining Consistency):** *Schools have established relationships with some organizations that result in mutual site**visits, sharing of data, and promotion of student participation.*

**Optimizing (Innovating and Sustaining):** *Schools collaborate with outside organizations to provide ongoing supplemental**educational opportunities for all students, and continually seek opportunities to increase community support for student literacy.*

**Select one of the following options:**

* *Not yet emerging*
* *Emerging (Establishing Consensus)*
* *Developing (Building Infrastructure)*
* *Operationalizing (Gaining Consistency)*
* *Optimizing (Innovating and Sustaining)*

### This concludes Key Topic D. Please take the time to add any other relevant details on this topic before moving on. *(if applicable) (2,000 characters maximum)*

## Submit the Needs Assessment

Thank you for completing this needs assessment with your team.

This document will be your copy. If you have any questions, please contact the CLSD grant team at [CLSDP@cde.ca.gov](mailto:CLSDP@cde.ca.gov).

Posted by the Educator Excellence and Equity Division to the California Department of Education website on January 2020.

1. See ELA/ELD Framework Chapter 8 (<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf>) and the Desired Results Developmental Profile (<https://www.desiredresults.us/>) [↑](#footnote-ref-1)
2. Quality professional learning adheres to the Quality Professional Learning Standards on the CDE website at <https://www.cde.ca.gov/pd/ps/qpls.asp>. [↑](#footnote-ref-2)
3. Structured Literacy is “a term that encompasses approaches to reading instruction that confirm with the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading” (<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>). [↑](#footnote-ref-3)
4. Foundational skills include print concepts, phonological awareness, phonics and word recognition, and fluency. [↑](#footnote-ref-4)
5. See ELA/ELD Chapter 8 (<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf>), the California Spanish Assessment (<https://www.cde.ca.gov/ta/tg/ca/csa.asp>), California Dyslexia Guidelines (<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>), Practitioners’ Guide for Educating English Learners with Disabilities (<https://www.cde.ca.gov/SP/se/ac/documents/ab2785guide.pdf>), the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>), 2019–20 English Language Proficiency Assessments for California Information Guide (<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx>), DIBELS (<https://dibels.uoregon.edu/>), and Part 3 of the ELD standards [↑](#footnote-ref-5)
6. <https://dibels.uoregon.edu/> [↑](#footnote-ref-6)
7. See ELA/ELD Framework Introduction (<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf>), Chapter 2 (<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>), 7 (<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter7.pdf>), 10, and [11](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf) (<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf>) as well as the EL Roadmap (<https://www.cde.ca.gov/sp/el/rm/documents/caelroadmap.docx>). [↑](#footnote-ref-7)
8. The American Library Association (<http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553>) defines information literacy as the ability “to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” [↑](#footnote-ref-8)
9. See ELA/ELD Framework Chapter 11 (<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf>). [↑](#footnote-ref-9)