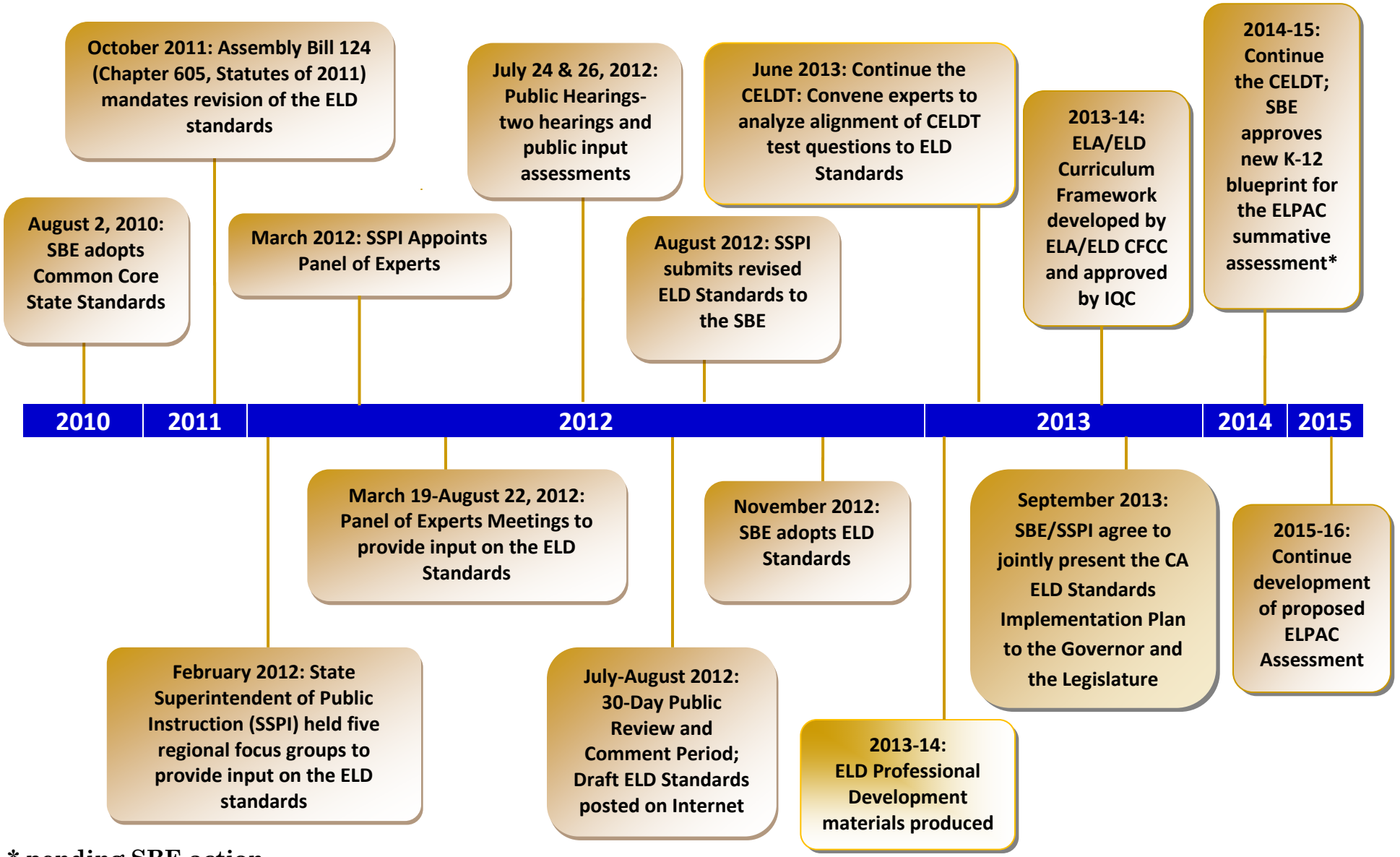
California English Language Development Standards Implementation Plan

November 25, 2013

California Department of Education

California English Language Development Implementation – Significant CDE Milestones



*** pending SBE action**

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Introduction

California Department of Education 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 (SSPI) are responsible for enforcing education law and regulations and for continuing to reform and improve public elementary and secondary school programs, adult education, and some preschool and child care programs.

California's English Learners

More than 40 percent of students in California speak a language other than English, and about 25 percent of the entire student population is not yet fluent in English.[1] These 1.4 million English learners (ELs) represent a range of cultural, linguistic, and socioeconomic backgrounds; varying levels of formal schooling, proficiency in their native languages and English literacy; and a diversity of experiences in the home, school and community. These students enter school with language abilities very different from monolingual English-speaking students, who begin school with speaking vocabularies of between 2,000 and 8,000 words.

[1] Data Quest, Language Census Data for 2012-13, California Department of Education

To support the academic achievement of California's ELs, the State Board of Education (SBE) has adopted the new English language development standards, known as the California English Language Development Standards (CA ELD Standards), and the academic content standards, known as the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, and Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA ELD Standards have been designed with a dual purpose: to guide the instruction of English language development (ELD) and to supplement the CA CCSS for ELA/Literacy, Common Core State Standards for Mathematics (CCSSM), Next Generation Science Standards (NGSS), and history/social studies standards as a support for ELs in mainstream academic content classrooms.

Purpose of the Implementation Plan

This document identifies the major phases and activities required to implement the CA ELD Standards throughout California's educational system. The plan describes the rationale and strategies for the successful integration of the CA ELD Standards, which align to the CA CCSS for ELA/Literacy, to address the English language and literacy skills that English learners need in key content areas. The document provides information on the CA ELD Standards alignment work of statewide programs that will involve most, if not all, local educational agencies (LEAs) and includes information on specific resources and implementation activities that LEAs may wish to utilize.

This document supplements the implementation plan for the CA CCSS for ELA/Literacy by further detailing specific English language development implementation activities. While it provides a pathway for activities related to implementation, this document is not designed to be an exhaustive task list, nor 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 CA ELD Standards. LEAs may use this plan as a guide for developing their own specific implementation plans to meet their own local needs.

The CA ELD Standards Development Process

The CA ELD Standards, adopted by the SBE in November 2012, are aligned to the CA CCSS for ELA/Literacy. These next generation standards, along with the CCSSM, NGSS, and history/social studies standards, are part of a national movement to ensure that K–12 students gain the necessary literacy and mathematical knowledge and skills required in twenty-first century higher education and workplace communities. The sponsors of the CCSS Initiative specify that these new standards are intended to apply to all students, including English learners:

> The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.[2]

In recognition of the need for instructional support needed by ELs in developing proficiency in English language and literacy as they engage in learning academic subject matter, California Assembly Bill 124 was enacted by the Governor. The SSPI recommended revised ELD Standards to the SBE in September 2012 and these were adopted in November of that same year. These new CA ELD Standards specify the knowledge, skills and abilities needed to help ELs engage with and master the all of the CA CCSS.

In response to this legislation, the CDE, with the assistance of the California Comprehensive Assistance Center at WestEd in partnership with WestEd's Assessment and Standards Development Services Program, conducted an extensive and rigorous process to ensure that the new ELD standards align to the CA CCSS for ELA/Literacy and address the English language and literacy skills that English learners need in key content areas. This process was guided by two core requirements:

- Transparency toward and input from the field
- Development based on sound theory and empirical research

To meet the first requirement of transparency toward and input from the field, the CDE set up a system for informing the field during all stages of the process and for soliciting feedback and input from all stakeholders. Input was solicited from statewide focus groups and a state-appointed Panel of Experts, as well as from the public via online comments on drafts of the standards, public hearings and written feedback. Public commenters included teachers, principals, and administrators in district and county offices of education, advocacy groups, educational scholars, and community members. The consensus from stakeholder input emphasized the need for the CA ELD Standards to be:

1. Understandable and usable for stand-alone ELD but easily transferable to all classroom curriculum;
2. Meaningful and coherent with appropriate levels of specificity and examples; and

[2] http://www.corestandards.org/assets/application-for-english-learners.pdf

3. Rigorous, concise, and measurable while reflecting the horizontal and vertical alignment between proficiency levels as well as grade levels.

To meet the second core requirement of a solid research base, an extensive review was conducted in three areas: theoretical foundations in language acquisition, empirical research in standards-based language teaching, and current language and education policy. (The citations for the review are given in the references section of the CA ELD Standards document.)

California English Language Development Standards

The CA ELD Standards describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content areas, with particular alignment to the key knowledge, skills, and abilities for college- and career-readiness as described in the CA CCSS for ELA/Literacy, CCSSM, Next Generation Science Standards, and history/social studies standards. The CA ELD Standards do not merely duplicate the CA CCSS for ELA/Literacy, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy but instead to amplify the language knowledge, skills and abilities that are critical in order for ELs to attain success in content areas while developing English proficiency.

English Learners must have full access to high quality English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time that they are progressing through the ELD continuum. The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards, as defined below:

1. **Fewer**: Those standards which are necessary and essential for development and success;

2. **Clearer**: A coherent body of standards that have clear links to curriculum and assessments; and

3. **Higher**: Correspondence with the rigorous standards in the CA CCSS for ELA/Literacy, CCSSM, Next Generation Science Standards, and history/social studies standards.

California English Language Development Standards Implementation Plan

The adoption of the CA ELD Standards demonstrates California's commitment to providing a world-class education to all of its students. California's implementation of the 2012 CA ELD Standards renews the vision *that all students graduating from our public school system will 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 committed to the complete and successful implementation of the CA ELD Standards, but fully engaged in that process as well. 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 CA ELD Standards.

There is much work to be done. Although California's former English Language Development Standards, adopted by the SBE in 1999, and the newly adopted CA ELD Standards share some similarities in content and design, the main distinction between them is that the 2012 CA ELD

Standards are aligned to the CA CCSS for ELA/Literacy. The CA ELD Standards are grounded in the research evidence that language acquisition is a developmental, linguistic and social process, in which learners acquire language in a complex, nonlinear fashion through comprehension, communication and interactive activities. The standards also emphasize language as action (e.g., understanding text types and genres, engaging in a variety of interactive school events, and producing varieties of language based on the situation). Thus, teachers must incorporate both structure and function in instruction, using complex text but with ample context and temporary supports that are used strategically to assist learners in understanding and acquiring both language and content. Although the CA ELD Standards were aligned to the CA CCSS for ELA/Literacy, it is the intent of the CDE to align the CA ELD standards to all of the CA CCSS.

In addition, the CA ELD Standards require all teachers to understand how to scaffold instruction to develop student autonomy; how language is purposeful and patterned with multimodal grammar addressed within a context of texts and academic tasks; and how to use students' pre-existing linguistic skills to develop foundational literacy skills in English. The CA ELD Standards are organized to emphasize *meaning and interaction* to gain *knowledge about language and how it works*.

The principles underlying the CA ELD Standards transcend subject matter and demand a re-examination of the existing system of professional learning, curricula development, assessments, and accountability. The active participation of California's LEAs in the CA ELD Standards-related collaborations has provided an opportunity for the state to clarify and expand the educational core for English learners.

The Role of California's Diverse Stakeholders in Implementation

A systems approach to implementing the CA ELD Standards 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. The role of each stakeholder group in contributing to the implementation is vitally important to the success of the plan.

The CA ELD Standards were created by representative groups of teachers, site, district, and county administrators, parents, content experts, and education professionals, each bringing a unique educational perspective into the development. For successful implementation of the CA ELD Standards, it will take all members of these groups working to achieve common goals. This implementation plan addresses activities for the participation of each of these groups.

Teachers are at the front line in implementing the CA ELD Standards since they create and provide daily instruction. School site administrators can provide teachers with instructional leadership and arrange for the necessary professional development needed to implement the standards. District administrations and elected boards can establish policies designed to facilitate programs that empower teachers and site administrators with local creativity and flexibility in implementing the standards. 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 the integration of the CA ELD Standards into the statewide educational system, most specifically, alignment to the core curriculum (e.g., ELA, social studies,

math, and science). These entities implement the law established by state and federal elected officials through administration of statewide programs and the development of guidance documents. State and federal elected officials can continue to support the implementation of these standards through clarification of law and provision of adequate resources for English learners.

Institutions of higher education, working with state officials and local districts, can seek to cultivate student teacher readiness. In working with the Commission on Teacher Credentialing, institutions of higher education can ensure high quality teacher preparation for full implementation of the CA ELD Standards.

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 bilingual and English language development professionals, are a key component in providing information, feedback, and support throughout the implementation process. This document not only charts the path for the CA ELD Standards implementation but highlights opportunities for extensive involvement.

The role of families, parents, and legal guardians of students is essential. Their involvement at every level of education is fundamental to student 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. There are many opportunities for involvement at the school site, providing support for administrators, teachers, and the students.

Students will benefit from the dedication of the stakeholder groups described above need to be prepared to engage with the new standards. With the development of interesting and rigorous content using the CCSS, as well as effective teaching strategies, well-prepared teachers can create and facilitate stimulating curricula. In such a motivating educational environment, ELs, as well as other students, will respond with determined interest and perform to their best ability. The role of each stakeholder group is to ensure that the students—all students—gain meaningful access to the content and learn English. These same stakeholder groups also ensure that all necessary support systems are in place to fortify the teaching and learning as it transpires.

Phases of Implementation

Full implementation of the CA ELD Standards will occur over the next several years and consists of three phases:

- *The Awareness Phase* focuses on introducing the CA ELD Standards to stakeholders, planning systems of implementation, and establishing collaborations among stakeholders.
- *The Transition Phase* concentrates on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- *The Implementation Phase* expands on the new professional learning support systems, full alignment of curriculum, instruction, and assessments, and effective integration of these elements across the field.

The phases are straight forward yet lightly defined because for each program and project exists an ongoing development and progression

that must evolve both at the individual level and the integrated systems level.

Guiding Strategies

As a structural framework for activities, and the phases into which they fall, the plan is structured around seven guiding strategies, each representing an area of activity necessary for implementation and integration across California's educational system. These are as follows (the area of activity is boldfaced):

1. Facilitate high quality **professional learning** opportunities for all educators to ensure that every English learner student has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards.
2. Provide CA ELA/ELD standards-aligned **instructional resources** designed to meet the diverse needs of all English learners.
3. Develop and transition to CA ELD Standards-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 CA ELD Standards into programs and activities beyond the K–12 school setting.
5. Collaborate with the **postsecondary and business communities** to ensure that all English learners are prepared for success in career and college.
6. Seek, create, and **disseminate resources to support stakeholders** as CA ELD Standards implementation moves forward.
7. Design and establish systems of effective **communication among stakeholders** to continuously identify areas of need and disseminate information.

Transformation to Full Implementation

In the remainder of this document, each of the seven strategies is presented in a table outlining the activities and tasks during the *awareness, transition* and *implementation* phases. The activities are discussed in terms of the major work projects necessary including action steps and tasks, stakeholder involvement, timelines, final intended results, and suggestions/opportunities for LEA participation. For many of the strategies, the list of indicators of transformation is quite detailed. However, the indicators of transformation for the CA ELD Standards as a whole are relatively simple. In essence, transformation has occurred when teachers across the state, informed by student assessment data gleaned from CA ELD Standards-aligned tools, employ differentiated instructional strategies to support the success of every English learner in attaining the standards for developing English language skills necessary to participate fully in the educational programs and their community/society at large. Quite simply, California's English learners, 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 CA ELD Standards.

Successful implementation of the CA ELD Standards requires strong instructional leadership in every school and well-prepared teachers in every classroom. 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 students in meeting language proficiency and core content expectations. There are a number of differences between the English Language Development standards adopted in 1999 and the new CA ELD Standards. It is critical to the success of the CA ELD Standards 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 English language skills.

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 English learners' attainment of the CA ELD Standards. Collaborations with institutes of higher education to coordinate teacher education programs will guide revisions to teacher competencies, credentialing requirements, and course work for pre-service teachers in all teacher preparation and credentialing programs.

Collaborative efforts between the CDE and the CTC have already been established through the quarterly Bilingual Coordinators Network (BCN) meetings. 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 CA ELD Standards-aligned resources are distributed to educators throughout California. The CDE will also maintain ongoing communication with the higher education community in the development of professional learning resources for educators.

Professional Learning Modules

Professional Learning Modules (PLMs), that support teachers and administrators in delivering curricula aligned to the CA CCSS for ELA/Literacy, CCSSM, NGSS, and history/social studies standards, are under development. Ten are currently available for teachers and district leaders to access via Brokers of Expertise website at: http://myboe.org/portal/default/Group/Viewer/GroupView?action=2&gid=2996. These modules will be reviewed to ensure that they include instructional guidance for teachers on recognizing where ELs will need additional language and strategic support in content subject matter areas. It is very important that these modules apply the CA ELD Standards to ensure English learner (EL) students have access to these content subject matter areas.

The CDE has contracted with WestEd to design a CA ELD Standards module which will provide an introduction to understanding and using the CA ELD Standards to ensure EL students have access to the CCSS for ELA/Literacy. The content of the module will focus on using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy during mainstream content instruction, and using the CA ELD Standards as the focal standards for designated ELD instruction. The module will be divided into two sub-modules: the first providing an overview and introduction to ELD implementation; the second

exploring in further depth how the CA ELD Standards can be implemented both for designated ELD, and in tandem with the CA CCSS for ELA/Literacy for content area instruction.

The CA ELD Standards sub-modules will provide California educators with opportunities to learn how to effectively prepare ELs for college and career readiness. The module units are designed to help educators understand the CA ELD Standards and apply them to their instructional practices. Module participants will become familiar with the purpose, key concepts, and structure of the CA ELD Standards, their alignment with the CCSS for ELA/Literacy, and techniques for using them in tandem with CCSS for ELA/Literacy. Module activities include guidance on how to provide ELs with instruction that supports their development of a) content knowledge and proficiency in English through meaningful interactions and b) deeper understanding about how English works. The sub-modules address differences in student English language proficiency; elementary, middle school and high school levels; and ELD and content area instruction. An accompanying facilitator's guide provides school/district administrators and staff developers with guidance on how to deepen professional learning by using the CA ELD Standards sub-module in both face-to-face and online settings.

The goals of the CA ELD Standards sub-modules are to ensure that California educators:

1. Understand the purpose, key concepts, and structure of the CA ELD Standards, including their alignment to the CA CCSS for ELA/literacy;
2. Develop an awareness of how to use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy by providing ELs with access to complex texts and intellectually challenging activities and highlighting and amplifying the critical language, knowledge about language, and skills using language in the CA CCSS for ELA/Literacy necessary for ELs to be successful in school;
3. Have opportunities to try out practices, reflect on their implementation, and create plans for implementing the CA ELD Standards; and
4. Become familiar with online systems where they can connect with other educators, find additional resources for teaching and learning, and extend their understandings of research-based practices for implementing the CA CCSS for ELA/Literacy and the CA ELD Standards.

The types of activities within each CA ELD Standards sub-module are:

- **Learn**:
  - Expert Interviews: Interviews from leading experts in EL instruction regarding critical, research-based considerations for teaching ELs
  - Tutorials: Coaching about specific topics and practices
  - Read and Reflect: Structured reading activities with opportunities to reflect
- **View**: Examples of teaching and learning in classrooms to demonstrate what CA ELD Standards -based instruction looks like
- **Teacher-to-Teacher**: Insights from teachers on implementing the CA ELD Standards with reflections regarding planning, instruction, and student learning
- **Reflect and Connect**: Opportunities to reflect on how the newly acquired knowledge applies to practice and suggestions on how to connect with other teachers to share and discuss learning and experiences

- **Try**: Tasks that allow immediate application of newly acquired knowledge to practice
- **Check**: Informal assessments of key concepts presented in the course to monitor understanding.
- **Extend**: Additional readings, lesson plans and templates, links to other websites, and other useful resources to extend learning beyond the course

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. The CDE will continue to develop materials that promote familiarity with the CA ELD Standards and implementation of the CA ELD Standards. The CDE will also continue to collaborate with professional organizations to conduct presentations and workshops at regional and statewide conferences. In addition to the two-part ELD Professional Learning module, WestEd in collaboration with CDE, will revise and update the existing Professional Learning Modules developed for the Common Core to ensure alignment with the CA ELD Standards.

Indicators of Transformation

Educators will have access to professional learning opportunities that promote best practices for teaching English learners. Educators will know how to use student data provided by assessments to inform their practice and will be prepared to differentiate instruction to meet the needs of all English learners.

Teacher and administrator credentialing and induction programs will be aligned to the CA ELD Standards. Pre-service educators will be familiar with the standards and possess a range of instructional strategies that support English learners' attainment of them. A multitude of professional learning resources that support best practices as related to CA ELD Standards-aligned instruction will be available.

CDE staff will regularly survey school, district, and county office personnel to assess their needs and continue to provide technical assistance and develop new resources in response to stakeholder feedback. The ELA/ELD curriculum framework, which is expected to come to the SBE in July 2014 for adoption, will provide instructional guidance to classroom teachers and serve as the basis for professional development on the CA ELD Standards and their implementation for teachers and administrators.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Development of Professional Learning Modules	◆ WestEd development team meets and designs a content outline for the module (April 2013) ◆ Two focus groups of external and internal peer experts convene to review and provide feedback to the contractor regarding the usefulness, content, and format of the module outline (May 2013) ◆ ELD Sub-module (Module 1) draft (June 2013) ◆ ELD Sub-module (Module 2) draft (August 2013)	◆ Participate in the development of professional learning opportunities created by county offices of education and other providers of professional development ◆ Draft of online participant materials, facilitator materials, and videos (June 2013) ◆ Inform LEAs of allowable use of federal supplemental funds (i.e., Title III) in professional learning opportunities aligned to the ELD Standards	◆ Final module is approved and posted for public use ◆ Conduct Web-based and site-based seminars for facilitators on professional learning modules ◆ Conduct evaluation of effectiveness of existing modules and revise as needed ◆ Develop new modules as needed
Educator Preparation and Induction Programs	◆ Discuss with the CTC the need to review the teacher preparation requirements and teacher performance to integrate the CA ELD Standards into teacher education programs ◆ Communicate with institutions of higher education regarding the CA ELD Standards 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 teacher performance expectations ◆ Work with institutions of higher education to revise teacher and administrator preparation programs to align with the CA ELD Standards and new CTC requirements ◆ Collaborate with higher education, addressing teacher preparation issues for English learners, use of assessment data to inform instruction, and integration of the CA ELD Standards	◆ Support institutions of higher education in the integration of the CA ELD Standards into appropriate coursework

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Outreach	◆ Prepare professional learning presentations and workshops to promote awareness of the CA ELD Standards ◆ Reach out to educational organizations/associations regarding the 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 CA ELD Standards	◆ 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 ELD standards ◆ Establish the CDE's CA ELD Standards Resources Web page ◆ Refine the existing professional learning Web site to better communicate activities aimed at the transition to the ELD Standards ◆ Identify professional development content, resources, videos, and the CDE-hosted or -sponsored web portals that should be modified to address the CA ELD Standards	◆ Post informational materials on the CA ELD Standards Resources Web page ◆ Collaborate with stakeholders to gather and review materials for the CA ELD Standards Resources Web page ◆ Provide a series of Webinars and presentations on the CA ELD Standards and develop a library of ELD-related resources available online ◆ Modify content and resources as necessary ◆ Establish and promote listserv to notify educators and the public about CA ELD Standards resources and professional learning opportunities	◆ Post recordings of webinars and presentations ◆ Maintain and continually update a library of resources, webinars, and presentations regarding the CA ELD Standards ◆ 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 CA ELD Standards resources and professional learning opportunities

Suggestions and Opportunities for LEAs

Year 1	Year 2	Year 3 and beyond
◆ Support professional learning to promote awareness of and familiarity with the CA ELD Standards, aligned to the CA CCSS for ELA/Literacy ◆ 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	◆ Support ongoing professional learning to promote transition to the CA ELD Standards based upon priorities established in local plan ◆ *Areas of focus* may include: ◆ English language arts ◆ Social Studies ◆ Mathematics ◆ Science ◆ New Challenges: CELDT alignment to the CA ELD Standards ◆ New K-12 test blueprints for the English language proficiency assessment	◆ Provide professional learning to support full implementation of the CA ELD Standards ◆ *Areas of focus*: Continue to administer the CELDT until a replacement is made available
	◆ Utilize new resources from the CDE: New professional learning modules (2013) and ELA/ELD curriculum framework (2014)	

◆ Subscribe to the CDE's Web pages listserv to remain apprised of the latest developments and resources related to CA ELD Standards 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
◆ Utilize CA ELD Standards professional learning resources offered by professional associations and the county offices of education

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

AB 1719 (Fuentes), signed into law on September 27, 2012, requires the CDE to develop and recommend to the SBE by June 30, 2014 a list of supplemental instructional materials that provide a bridge from the CA ELD Standards to the CA CCSS ELA/Literacy for kindergarten through grade eight (K-8).

Supplemental materials will be reviewed according to the criteria established by teachers and content experts recruited by the SSPI and the SBE. The results of the review will be listed on the CDE Web site to assist LEAs in their transition to the CA ELD Standards. However, the SSPI's recommendations, as approved by the SBE, will be advisory only. The review is in no way mandatory for publishers and LEAs will not be required to purchase these materials.

The CDE continues to strive to ensure that instructional resources, including those that are developed to support student development of English language skills, are designed to meet the many different needs of California's diverse student population.

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

ELA/ELD Curriculum Framework

With the alignment of the CA ELD Standards to the CA CCSS ELA/Literacy, the ELA/ELD curriculum framework will be developed simultaneously as one document. The ELA/ELD curriculum framework will serve to provide instructional guidance for the description of ELD and other EL programs, as well as for the evaluation criteria.

Indicators of Transformation

Curriculum frameworks will provide information regarding strategies for universal access, use of assessments to inform instruction, and tiered interventions for any students not meeting the CA ELD Standards. Students will have the opportunity to access CA ELD Standards-aligned curriculum via a variety of formats, including digital technology.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Standards Documents	◆ Develop the CA ELD Standards (2012)	◆ Post the CA ELD Standards online (2012)	◆ Publish and present the CA ELD Standards in print and online (2013)
Supplemental Instructional Materials	◆ Develop a plan and timeline for the review of supplemental instructional materials aligned to the CA ELD Standards and the CA CCSS for ELA/Literacy (2012) ◆ Brief publishers on the review (2013) ◆ Post an information page and FAQ on the review	◆ Develop evaluation criteria and review timelines for SBE action on materials ◆ Recruit and train reviewers ◆ Conduct reviewer deliberations; develop a report of findings ◆ Hold meetings for public comment ◆ Submit to the SBE for action to approve* recommendation	◆ Post list of recommended supplemental instructional materials online ◆ Provide ongoing support to the field on issues related to instructional materials and the CA ELD Standards
Curriculum Frameworks	◆ Participate in the development/integration of the CA ELD Standards into the ELA/ELD curriculum framework (2013)	◆ Select criteria for new adoptions of ELA/ELD curriculum and strategies (2013)	◆ Finalize selection of ELA/ELD curriculum and strategies
Instructional Materials Adoptions	◆ Plan timeline for the CA ELD Standards and the CA CCSS for ELA/Literacy -aligned instructional materials adoptions ◆ Define new programs to include the CA ELD Standards and the CA CCSS for ELA/Literacy -aligned instructional materials (2013)	◆ Initiate cycle of new CA ELD Standards and CA CCSS for ELA/Literacy -aligned adoptions	◆ SBE adopts the CA ELD Standards and CA CCSS for ELA/Literacy -aligned instructional materials*

*Indicates activity which requires SBE action

Suggestions and Opportunities for LEAs		
Year 1	**Year 2**	**Year 3 and beyond**
◆ Review current instructional materials and identify material which aligns to the CA ELD Standards	◆ 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 to develop CA ELD Standards-aligned lessons	
◆ Serve as a reviewer of supplemental materials	◆ Participate in public comment meetings for supplemental instructional materials	Review ELA/ELD curriculum framework
	Review SBE-adopted CA ELD Standards	

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

Standards-aligned assessments provide information about annual student progress towards attainment of the standards. In a standards-based system, student assessment data are used to inform instructional practice and professional learning activities at the district, school, and classroom levels.

The CDE will ensure that the system of state tests of English language proficiency (ELP) is aligned to the CA ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, local educational agencies (LEAs) must continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

Assessments are an integral part of the cycle of standards, curriculum, and instruction. Pending legislative authority and funding, the CDE will propose integrating enhanced features into the ELPAC system to promote a system of high quality teaching and learning. Also, the CDE will work with stakeholders to develop an assessment transition plan that reflects input from the educational field about assessments.

To support the transition to the new assessments, the CDE and the test contractor will develop trainings, presentations, and materials for LEAs to introduce the proposed ELPAC assessment system aligned to the CA ELD Standards. The CDE and the test contractor will also conduct trainings and create materials to explain individual assessment results to students, parents and community members.

The transition to the 2012 revised CA ELD Standards, along with the eventual reauthorization of ESEA, will likely require a revision 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. Stakeholder groups will assist in the process of revising the tools to align to the CA ELD Standards and related assessments.

Indicators of Transformation

As the system is transformed, teachers will have access to ELP assessment results to inform program placement, reclassification, and to help LEAs target ELD instruction by adjusting instructional strategies as needed. Assessment interpretation resources will help teachers and administrators use student results to inform English learners and their parents or guardians about student progress and to modify classroom instruction. Online Web pages will provide pathways to multiple resources within and outside of the CDE. Professional learning opportunities provided through Webcasts, workshops, and seminars will include assessment and accountability information.

	Awareness	Transition	Implementation
Transition to Proposed Assessment System (ELPAC)	◆ Collaborate with stakeholders to develop an assessment transition plan ◆ Assess stakeholder need for professional learning opportunities regarding new assessment system ◆ The SBE reviews the CDE implementation plans for integrating the CA ELD Standards into the proposed ELPAC system ◆ The CDE submits technical changes of current legislation to the Legislature and drafts budget change proposals	◆ Convene stakeholder meeting to determine the alignment of current CELDT test items to the CA ELD Standards ◆ The SBE adopts K-12 test blueprints for the proposed ELPAC Summative Test aligned to the CA ELD Standards *	◆ Develop additional resources to assist stakeholders in the transition to the new assessment system as needs and opportunities develop ◆ Implement ELPAC ◆ The SBE approves any necessary modifications to the federal Title III accountability workbook (Summative Test)*

*Indicates activity which requires SBE action

Suggestions and Opportunities for LEAs		
Year 1	**Year 2**	**Year 3 and beyond**
◆ Continue to assess EL students with CELDT until a replacement is implemented		

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

The path to academic and personal success begins well before English learners enter kindergarten, and both preschool programs and programs beyond the regular school day can have significant positive effects on student achievement. To support English learners' attainment of the CA ELD Standards, 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 English learners not only for success in career and college, but also throughout their K–12 education.

Early Childhood Education/Transitional Kindergarten Activities

The CDE, with the support of the California Preschool Instructional Network, will also work with parents, guardians, early childhood educators, and the early childhood community to ensure that preschool programs provide English learners with a strong foundation for success with the CA ELD Standards 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 and staff in working together effectively to enrich and augment regular day learning experiences related to the CA ELD Standards for English learners.

The CDE has posted the *California Infant/Toddler Learning and Development Foundations* and the *California Preschool Learning Foundations* (early learning foundations) on the CDE web site for easy accessibility, makes presentations at early childhood conferences throughout the year on both, and provides professional development opportunities through its Quality Improvement contractors. These early learning foundations, including ELD foundations for preschool-aged children, are aligned to the Kindergarten Common Core Standards and the 2012 CA ELD content standards. *All About Young* Children, an online resource for parents, provides parent-friendly information about language standards/expectations and how to support young dual language learners. The CDE will continue to collaborate with the early childhood community to promote the use of these resources as precursors of the Kindergarten Common Core Standards and the 2012 CA ELD content standards.

Parent/Guardian Engagement

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 CA ELD Standards. The CDE will also support private school educators to assist outreach to parents and support to English learners.

The CDE will support the development of documents and professional development focused on parents, guardians, and early childhood learning to integrate the CA ELD Standards into programs and activities beyond the K–12 school setting.

Indicators of Transformation

California's early childhood programs will use the early learning foundations, their companion curriculum frameworks, and aligned Desired Results Developmental Profile (DRDP) © child assessment results to inform curriculum planning and practices leading to more positive child outcomes. Professional learning opportunities will assist early childhood professionals in utilizing the early learning foundations and their companion curriculum

frameworks. The use of these documents will be incorporated into early childhood education (ECE) coursework at all California colleges and universities that conduct ECE programs through the California Faculty Initiative Project, which has produced instructional guides on the *Preschool Learning Foundations*, the companion curriculum frameworks, and the California *Preschool English Learner Resource Guide*.

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 Early Childhood Education ◆ Develop and Web-post a document that demonstrates alignment between the early learning foundations and the CA ELD Standards ◆ Use the early learning foundations and the CA ELD Standards to inform development, revision, and updating of ECE resources, reflecting the diversity of California's youngest English learners ◆ 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 to the 2012 CA ELD Standards ◆ Provide training to explain the alignment of the early learning foundations to the CA ELD Standards to local child care resource and referral agencies, local child care planning councils, early childhood 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 and understand how they interface with the development of English
Transitional Kindergarten	◆ Develop and Web-post an alignment document that clearly explains how the early learning foundations align with the CA ELD Standards and can be used to inform development of TK curricula for English learners	◆ Promote the use of the alignment document as a tool to develop TK curricula that supports the CA ELD Standards and incorporates developmentally appropriate best practices for English learners	◆ Provide professional learning opportunities for LEAs so that all TK teachers and principals will utilize the alignment document as a tool to develop TK curricula that supports the CA ELD Standards and incorporates developmentally appropriate best practices

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Parent/Guardian Engagement	◆ Collaborate with stakeholders to develop materials for families of linguistically diverse students to promote awareness of the CA ELD Standards and resources and strategies that will support English learners' attainment of the standards ◆ Incorporate family and community engagement into the professional learning modules, curriculum frameworks, and online resources for educators	◆ Prepare CA ELD Standards-related training materials that include research-based strategies to improve achievement of all English learners for stakeholders to present to parent groups	◆ Provide parents and guardians with information and resources about the CA ELD Standards 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 English learners learn
After School and Extended Learning	◆ Develop materials to deliver to district administrators, school principals, after school/extended day program administrators, and respective staff members describing opportunities for enriching and reinforcing regular day learning through activities delivered outside the regular school day for English learners	◆ Develop training and professional development materials on establishing effective working relationships between regular day and after school/extended day programs for English learners	◆ Provide professional development to district administrators, school principals, after school program directors, and respective staff members on how to collaborate and incorporate into after school/extended day programs activities that enrich and extend the CA ELD Standards -related learning initiated during the regular day for English learners

Suggestions and Opportunities for LEAs

Year 1	Year 2	Year 3 and beyond

- Utilize existing mechanisms to communicate with parents and guardians of English learners to share resources on the CDE's Web site and to promote awareness and understanding of the CA ELD Standards and new developments regarding CA ELD Standards' implementation, which may include but not be limited to, the following:
  - School Site Council meetings
  - DELAC/ELAC 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 CA ELD Standards-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 document that explains how the early learning foundations align with the CA ELD Standards and apply to TK
- Use the alignment document to support development of appropriate CA ELD Standards-aligned TK curricula
- Participate in professional learning opportunities regarding the implementation of the CA ELD Standards for TK and meeting the diverse linguistic needs of all children

- Integrate the CA ELD Standards into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment, reinforcement, and safe constructive alternatives for English learners
- Build partnerships with external stakeholders to provide additional resources to support extended learning opportunities for English learners

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

The CA ELD Standards were designed to ensure that every English learner will be prepared to succeed in career and college. With full implementation of the CA ELD standards and the 2013 revised Career Technical Education (CTE) Model Curriculum Standards, graduating students will be better prepared to transition from high school to success in postsecondary education and engagement in a career.

The 2013 CTE Model Curriculum Standards include Standards for Career Ready Practice, which describe knowledge and skills that students need prior to entering a career technical education program, as part of the career technical education sequence, or as integrated elements of other coursework in preparation for careers and college. Each of the CTE Model Curriculum Standards, organized into California's 15 high-employing industry sectors, is aligned with one or more CA CCSS for ELA/Literacy, CCSSM, NGSS, and history/social studies standards. Since the CA ELD Standards are designed to supplement these standards as a support for ELs in mainstream academic content classrooms, this alignment identification will give teachers guidance for integrating instruction, adding application and performance to academic content, engaging more students, and improving outcomes in regards to ELD.

Define Career and College Readiness

The CDE will provide resources regarding the transition to career and college into professional learning modules and curriculum frameworks designed to support the success of all students, including English learners. 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. The Career Technology Education (CTE) students entering postsecondary programs will have mastered the CA ELD Standards to be prepared to successfully continue their studies without need for remediation.

High school teachers will be fluent in the CA ELD Standards and understand 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 CA ELD Standards and related assessments.

	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 ◆ Produce and disseminate Web-based information for and directly relevant to the business community
Integrate CA ELD Standards, CCSS, and CTE	◆ Share information regarding the revised *CTE Model Curriculum Standards* 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 (completed January 2013)	◆ Submit the revised *CTE Model Curriculum Standards* to the SBE for action (January 2013) ◆ Add information related to the CA ELD Standards 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 CA ELD Standards in their programs of study ◆ Develop the programs, notifications, and dissemination methods to unveil the *CTE Model Curriculum Standards* (Spring 2013)	◆ Introduce the revised *CTE Model Curriculum Standards* at regional professional development events (Winter 2013) ◆ 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 ◆ Add a module to the CTE Model Curriculum Standards professional development to address the needs of special populations, including English learners (2013-14)

Suggestions and Opportunities for LEAs

<table>
<tr><th>Year 1</th><th>Year 2</th><th>Year 3 and beyond</th></tr>
<tr><td>◆ Conduct professional learning activities that promote awareness of the new definition of career and college readiness</td><td colspan="2">◆ Revise programs and materials to reflect new definition of career and college readiness that includes the CCSS and promote awareness of the new definition</td></tr>
<tr><td>◆ Monitor/participate in revision of the CTE Model Curriculum Standards to include CCSS alignment</td><td>◆ Participate in professional learning events introducing the revised CTE Model Curriculum Standards</td><td>◆ Develop new courses, lesson plans, and work-based experiences that include the demonstration and application of the revised CTE Model Curriculum Standards</td></tr>
<tr><td>◆ Monitor/participate in California Business Roundtable, to identify the specific 21st century skills related to the CCSS</td><td>◆ Identify, through CDE resources, the availability of business and industry resources for targeted 21st century skills as they relate to the CCSS</td><td>◆ Provide professional development for CTE teachers on the CA ELD Standards
◆ Encourage CTE teachers to include the CA ELD Standards in planned lessons to assist ELs in CTE classes</td></tr>
<tr><td colspan="3">◆ 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 (AVID) 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</td></tr>
</table>

6. Seek, create, and disseminate resources to support stakeholders as CA ELD Standards' 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 Common Core State Standards.

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

The CDE will seek out and coordinate technological 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 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 CA ELD Standards. The CDE will continue to provide technical assistance to LEAs in understanding federal and state legal requirements, use of data, implementation of aligned instructional programs for all students, and the application of these resources in Web-enabled environments. Examples include the maintenance of the English learner instrument used in Federal Program Monitoring, technical assistance to LEAs in the design, implementation, and evaluation of Title III 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).

	Awareness	Transition	Implementation
Funding	◆ Identify state and federal funds currently available for use in CA ELD Standards' 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 CA ELD Standards' implementation efforts ◆ Seek funding from state government to support implementation efforts	◆ Develop a detailed fiscal analysis of the costs associated with CA ELD Standards implementation ◆ Work with local, state, and federal elected officials to highlight the ongoing need for implementation resources ◆ Inform LEAs of appropriate use of federal supplemental funds (i.e., Title III) in purchasing CA ELD Standards supplemental instructional materials and for other implementation activities	◆ Secure and disseminate local assistance and state operational resources to support implementation of the CA ELD Standards ◆ Continue to work with local, state, and federal elected officials to highlight the ongoing need for implementation resources ◆ Conduct evaluations to determine effectiveness of specific implementation activities
Legislation	◆ Review current laws related to all programs requiring CA ELD Standards implementation activities	◆ Propose follow-up legislation as needed to facilitate CA ELD Standards implementation	◆ Collaborate with the California State Legislature and Governor to align resources and support implementation of CA ELD Standards

	Awareness	Transition	Implementation
Tools	◆ Review and revise existing CDE policies, documents, and Web pages to align to the CA ELD Standards ◆ 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 ◆ Monitor all internal and external Web sites to ensure that they reflect CA ELD Standards implementation ◆ Ensure that all federal program monitoring tools and state program evaluation tools have been revised to fully incorporate the CA ELD Standards ◆ Ensure that appropriate resources have been equitably disseminated to public and private educational service providers	◆ Promote external reviews of existing policies, documents, program evaluation tools, and Web pages to align to the CA ELD Standards ◆ Develop and revise online LEA plan and SPSA templates and needs' assessment tools (English Learner Subgroup Self- Assessment) and K–12 Improvement Web-portals to support implementation of the CA ELD Standards 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 CA ELD Standards, 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 CA ELD Standards implementation ◆ Ensure that all federal program monitoring tools and state program evaluation tools have been revised to fully integrate the CA ELD Standards ◆ Ensure that appropriate resources have been equitably disseminated to public and private educational service providers

Suggestions and Opportunities for LEAs

Year 1	Year 2	Year 3 and beyond

- Identify potential state and federal funds currently available for use in CA ELD Standards implementation
  - Utilize Title III funds for professional learning activities
  - Inform program staff of appropriate use of federal supplemental funds (i.e., Title I, Title II, Title III, special education) in purchasing CA ELD Standards-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 existing LEA policies, documents, and Web pages that align to the CA ELD Standards and access the core curriculum
- Support educational staff, teachers, and administrators on how to provide educational settings to promote the CA ELD Standards

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 mechanisms that allow for effective communication and collaboration with various education stakeholders. The CDE will enlist the support of various stakeholders including county offices of education, educator professional associations, and additional stakeholder organizations, to facilitate communication, collaboration, and feedback during the implementation of the CA ELD Standards.

The CDE will collaborate with all stakeholders to collect and disseminate information about the CA ELD Standards and aligned assessments. The CDE will continually provide current information about the CA ELD Standards and related high quality resources. As implementation activities progress, the CDE will utilize the SSPI's news releases, media advisories, speeches, and events to apprise stakeholders of CA ELD Standards' implementation activities.

	Awareness	Transition	Implementation
CA ELD Standards Implementation Plan	◆ Use input from internal and external stakeholders to create a comprehensive plan for CA ELD Standards' implementation (2012-2013)	◆ Post CA ELD Standards' Implementation Plan online (2013) ◆ Design and establish systems to support effective execution of the plan ◆ 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	◆ 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., Bilingual Coordinators' Network, county offices of education, professional associations, stakeholder organizations) to facilitate two-way communications regarding CA ELD Standards' implementation ◆ Utilize existing communication structures (e.g., news releases, media advisories, speeches, listservs, and conferences) to apprise stakeholders of California's ELD Standards' implementation activities ◆ Conduct needs' assessment to identify communication preferences (e.g., listservs, newsletters, Webinars, meetings) of stakeholders	◆ Use data from communication preferences needs assessment to design and implement comprehensive communications/outreach plan ◆ 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

	Awareness	Transition	Implementation
Web-Based Communications	◆ Disseminate resources (Brokers of Expertise, CDE Website) and promote promising CA ELD Standards' implementation practices ◆ Repurpose the Professional Development Opportunities Web page to support CA ELD Standards' implementation ◆ Identify additional existing pages that may be utilized to disseminate information ◆ Establish listservs to disseminate timely information regarding CA ELD Standards' implementation activities	◆ 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

Year 1	Year 2	Year 3 and beyond
◆ Identify existing stakeholder communication structures ◆ Identify local stakeholders who will receive communications regarding implementation of the CA ELD Standards	◆ Monitor the CDE's CA ELD Standards' resources regularly and share new information with members of the local educational community as appropriate ◆ Utilize existing communication structures to disseminate information regarding CA ELD Standards' implementation activities, including: ◆ Staff meetings ◆ School Site Council meetings ◆ DELAC/ELAC 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 CA ELD Standards Implementation Plan to create a comprehensive LEA-wide plan for CA ELD Standards implementation	◆ Post local implementation plan on the LEA Web site ◆ Provide link to the statewide implementation plan ◆ Design and establish communications systems to identify emerging needs and opportunities and support effective implementation of the local CA ELD Standards implementation plan ◆ Continuously collaborate with and elicit feedback from stakeholders ◆ Refine local implementation strategies	

Appendix A: Local CA ELD Standards Guidance for Implementation

Each of California's LEAs should develop its own local plan for CA ELD Standards' implementation based on local needs and resources. To facilitate the process of local plan development, this section offers guidance organized around the significant milestones of the CA ELD Standards' implementation plan. This guidance denotes full implementation of the CA ELD Standards over the span of three or more years. 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.

Year 1	CDE/SBE Activity	LEA Activity
Fall	◆ The CA ELD Standards adopted by the SBE (November 2012) ◆ Present the CA ELD Standards to educators and stakeholders in the state ◆ Request legislative authority and funding to integrate additional features into the new ELP assessment system	◆ Begin development of CA ELD Standards' local implementation plan ◆ Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan for implementation ▪ *Suggested Area of focus*: • Working in grade-level teams, becoming aware of and understanding the new CA ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy ◆ Utilize the CA ELD Standards professional learning resources offered by professional organizations, WestEd, Brokers of Expertise and county offices of education
Winter	◆ Establish design team to develop guidelines for professional learning modules	◆ Provide opportunities for professional learning to develop an understanding of the CA ELD Standards
Spring	◆ Evaluation criteria for supplemental instructional materials review approved by SBE*	◆ Identify the ELD standards that current materials do not support (using supplemental instructional materials review evaluation criteria for grades K–8) ◆ Continue development of CA ELD Standards local implementation plan ▪ *Suggested Area of focus*: • Working in grade-level teams, becoming aware and understanding the new CA ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy
Summer	◆ Convene experts to analyze the alignment of CELDT questions to the CA ELD Standards	◆ Apply to participate in the two-day CELDT item Alignment Meeting to review current CELDT questions for alignment to the CA ELD Standards

* Indicates activity which requires SBE action

Year 2	CDE/SBE Activity	LEA Activity
Fall	◆ 2 professional learning modules released ◆ Begin development of K-12 blueprints for the ELP Summative Test aligned to the ELD Standards*	◆ Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans ◆ Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including Webinars and presentations ◆ Support ongoing professional learning to promote transition based upon priorities established in local plans to the CA ELD Standards ▪ *Suggested Areas of focus*: • General: develop structures for interdepartmental collaboration to improve student literacy and English language development across the content areas ◆ Continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards-aligned lessons
Winter		
Spring	◆ SBE adoption of ELA/ELD curriculum framework *	◆ Continue development of local implementation plan ◆ Review ELA/ELD curriculum framework ▪ *Suggested Area of focus*: ▪ Working in grade-level teams, become aware of and understand the new ELA/ELD curriculum framework and how it supports teachers in providing instruction for ELD and core content
Summer	◆ Promote ELA/ELD curriculum framework	

* Indicates activity which requires SBE action

Year 3 and Beyond	CDE/SBE Activity	LEA Activity
Fall	◆ Provide professional learning opportunities and technical assistance to support full implementation of the CA ELD Standards	◆ Provide professional learning to support full implementation of the CA ELD Standards ◆ Support ongoing professional learning to promote transition based upon priorities established in local plan to the CA ELD Standards ▪ *Suggested Areas of focus*: ◆ General: develop structures for interdepartmental collaboration to improve student literacy and English language development across the content areas

* 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 the CA ELD Standards. 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 reaching classroom teachers. Counties provide localized, quality professional development statewide and have developed training materials that prepare teachers to transition to the CA ELD Standards. Counties may also provide assistance in implementing the CA ELD Standards by:

- Working through the Title III regional leads to assist LEAs that did not meet their annual measurable achievement objectives (AMAOs)
- Hosting focus sessions on revisions of frameworks, the CA ELD Standards, CTE standards and other key issues and documents
- Providing support through EL and bilingual coordinators (e.g., Bilingual Coordinators Network)

The information in Appendix B: Learning How Language Works and Appendix D: Theoretical Foundations of the CA ELD Standards' implementation plan highlights how COEs can assist local districts. School districts and the English learners they serve will benefit significantly when CA ELD Standards implementation efforts are coordinated at the local, county, and statewide levels.

In addition, county offices of education are currently developing on-line resources for administrators and educators to access for informing lesson planning and curriculum development for Common Core and the CA ELD Standards. As these resources are developed, the CDE will highlight those for the field via the CDE Website, Common Core Updates, professional presentations and workshops as appropriate.

Year 1	
Fall	
Winter	◆ *Technical Assistance:* ▪ Assist CDE in recruiting educators to work on the CA ELA/ELD Standards Framework. ▪ Assist CDE in the development of the CA ELD Standards aligned to the CA CCSS for ELA/Literacy. ▪ As drafts of the CA ELD Standards are released, provide opportunities for focus groups of LEA staff to provide feedback on the standards.
Spring	◆ *Technical Assistance:* ▪ Assist the CDE in the development of the CA ELD Standards aligned to the CA CCSS for ELA/Literacy. ▪ As drafts of the CA ELD Standards are released, provide opportunities for focus groups of LEA staff to provide feedback on the standards.
Summer	◆ *Technical Assistance*: ▪ Assist CDE in the development of the CA ELD Standards aligned to the CA CCSS for ELA/Literacy. ▪ As drafts of the ELD standards are released, provide opportunities for focus groups of LEA staff to provide feedback on the standards.
Year 2 and Beyond	
Fall	◆ *Technical Assistance*: ▪ Assist the CDE in the release of information about the newly adopted CA ELD Standards. ▪ Assist Title III LEAs that did not meet their AMAOs in incorporating the CA CCSS for ELA/Literacy and the CA ELD Standards into instruction
Winter	◆ *Technical Assistance*: ▪ Continue assisting with the rollout of the CA ELD Standards ▪ Review Title III plans with LEAs that did not meet their AMAOs to ensure inclusion of the CA CCSS for ELA/Literacy and the CA ELD Standards. ▪ Assist LEAs with implementing and adjusting their transition plans
Spring	◆ *Technical Assistance*: ▪ Continue assisting with the rollout of the CA ELD Standards ▪ Review Title III plans with LEAs that did not meet their AMAOs to ensure inclusion of the CA CCSS for ELA/Literacy and the CA ELD Standards.

Year 2 and Beyond	
	▪ Assist LEAs with implementing and adjusting their transition plans ▪ Title III Leads convene at the Bilingual Coordinators Network (BCN) meetings ▪ Provide resources to the Brokers of Expertise
Summer	◆ *Technical Assistance*: ▪ Continue assisting with the rollout of the CA ELD Standards ▪ Review Title III plans with LEAs that did not meet their AMAOs to ensure inclusion of the CA CCSS for ELA/Literacy and the revised CA ELD Standards. ▪ Provide resources to the Brokers of Expertise for the implementation of the CA ELD Standards

Appendix C: California Implementation Partners

The challenge of integrating the CA ELD Standards 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 has begun working with professional associations and stakeholder organizations across the state to disseminate information regarding the CA ELD Standards-related resources and services. This outreach focuses on professional development offerings to local educational agencies in implementing the CA ELD Standards.

Organizations Currently Working with CDE

- **California Subject Matter Project**
- **California Reading Association**
- **California Teachers of English to Speakers of Other Languages**
- **Curriculum and Instruction Steering Committee**
- **Understanding Language**
- **California Teachers Association**
- **Californians Together**
- **California Association for Bilingual Education**

Organizations for Further Outreach

- **California Mathematics Council**
- **California Science Teachers Association**
- **California Council of Teacher Education**
- **School Partnership Trust Academies (SPTA)**
- **California Department of Education (CDE) After School Division**
- **Core Reforms Engaging Arts to Educate (CREATE) California**
- **California County Superintendents Educational Services Association (CCSEA)**
- **California Federation of Teachers (CFT)**

- **Association of California School Administrators (ACSA)**
- **California School Boards Association (CSBA)**
- **California Learning Resource Network**
- **Early Edge California (formerly Preschool California)**
- **First 5 California**