# California’s Comprehensive Literacy Needs Assessment 2024 Information

**This document is for reference only.**

California Department of Education

January 2025

This Comprehensive Literacy Needs Assessment is an integral part of the California Department of Education’s (CDE’s) recently awarded 2024 Comprehensive Literacy State Development (CLSD) grant. The survey utilizes a rubric for local educational agency (LEA) teams to identify at what stage or to what extent their systems result in optimal literacy outcomes for all students. It is designed 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.

Intended Respondents: This survey provides an opportunity for LEA faculty and staff to evaluate their literacy structures and supports. Teams can include county and district leaders, school administrators, multilingual education coordinators, instructional staff, special education staff, students, and families.

Instructions and Recommendations: LEA teams should discuss the questions on the survey and complete it as a group before completing it online. After an opening set of program-specific questions, the survey is divided into Key Topics (A–F) and poses evaluative questions. 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.

One designated staff person from the team should submit a final version to the CDE.

The survey is being conducted via a Snap Survey, available on the [Comprehensive Literacy State Development Grant](https://www.cde.ca.gov/ci/pl/clsd.asp) web page. For information about completing this survey or the electronic submission process, please email the CLSD grant team at [CLSDP@cde.ca.gov](mailto:CLSDP@cde.ca.gov).

## 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.

**LEA Information**

* County
* District: (N/A if not applicable )
* School: (N/A if not applicable)
* CDS Code: (California School Directory)
* Address:
* City:

**Contact Information for Clarification, if needed**

* Name (First and Last Name):
* Job or Position Title:
* Phone Number:
* Email:

## Opening Questions

Answer the following questions to provide a context for your LEA.

What is your LEA (school site or district) doing well in terms of literacy instruction? (select all that apply)

Grade level or department teams co-plan instruction and intervention

* Common literacy screeners and/or assessments used across the LEA
* Small group literacy instruction
* Curriculum and instruction aligned to the English Language Arts/English Language Development (ELA/ELD) Framework and evidence-based
* Teaching staff (teachers, paraprofessionals, specialists, coaches) trained in structured literacy and other evidence-based instructional practices
* Integrated and Designated ELD instruction for English Learner (EL) students daily
* Schoolwide California Assessment of Student Performance and Progress (CAASPP) ELA scores at or above statewide average
* CAASPP ELA scores for EL students are at or approaching schoolwide scores
* CAASPP ELA scores for students with disabilities are at or approaching schoolwide scores
* CAASPP ELA scores for socioeconomically disadvantaged students are at or approaching schoolwide scores
* Other (Please describe)

Does your LEA (school site or school district) have a literacy plan in place?

* Yes
* No
* Not sure
* If Yes, is the plan approved by your local Board of Education?
  + Yes
  + No
  + Not Sure

Does your LEA (school site or school district) have a literacy coach, reading specialist, Teacher on Special Assignment, or other staff member whose role includes coaching classroom teachers in evidence-based literacy instructional practices?

* Yes
* No
* Not sure
* If Yes, which grade level(s) do they work with? (Check all that apply)
  + Preschool/Pre-Kindergarten (Pre-K)
  + Transitional Kindergarten/Kindergarten (TK/K)
  + First grade
  + Second grade
  + Third grade
  + Fourth grade
  + Fifth grade
  + Sixth grade
  + Seventh grade
  + Eighth grade
  + Grades nine to twelve

Identify the core reading/literacy and/or biliteracy program(s) your school/district implements currently.

Name of core ELA/ELD curriculum: (Select all that apply)

* Reading Wonders, McGraw Hill
* CA Pearson System of Courses, Pearson Education
* Benchmark Advance, Benchmark Education
* Houghton Mifflin Harcourt Journeys 2017, Houghton Mifflin Harcourt
* Reading Wonders, McGraw-Hill
* Reach for Reading, National Geographic/Cengage
* Amplify ELA, Amplify Education
* Mirrors & Windows, EMC Publishing
* StudySync, McGraw-Hill
* Springboard, The College Board
* Houghton Mifflin Harcourt Collections, Houghton Mifflin
* Other (Please specify)

Year of adoption (Select all that apply)

* 2015–16
* 2016–17
* 2017–18
* 2018–19
* 2019–20
* 2020–21
* 2021–22
* 2022–23
* 2023–24
* 2024–25
* Other (Please specify)

Language(s) other than English in which literacy is being developed

Name of supplemental ELA/ELD curriculum (if applicable)

* + Name of publisher
  + Year of adoption
  + Other (Please identify

Identify the reading and/or literacy intervention program(s), strategies, and models your school/district implements at the elementary and/or secondary levels. (Select all that apply)

* Walk to learn model (grade level students moving rooms by need)
* Small group instruction
* By classroom teacher or instructional support person or aide
* Push-in intervention (not special education services)
* Pull out intervention (not special education services)
* Before or after school reading intervention
* Zero period
* Intersession reading intervention (Fall Break, Winter Break, Spring Break, Summer School, Extended School Year)
* Other (please identify)

Identify the benchmark or interim literacy assessment systems currently in place to evaluate the successful implementation of literacy programs and strategies and track progress toward meeting or exceeding state standards.

Name of assessment system: (Select all that apply)

* Smarter Balanced Interim Assessment System, CAASPP
* Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)
* i-Ready
* Star Renaissance
* Dynamic Indicators of Basic Early Literacy Skills (DIBELS)/Indicadores Dinamicos del Exito en la Lectura
* mCLASS Amplify
* Phonological Awareness Screening Test (PAST)
* Basic Phonics Skills Test (BPST)
* Curriculum-based assessment (Please specify)
* Other (Please specify)

Language and Literacy domains assessed: (Select all that apply)

* + - Phonemic awareness
    - Phonics
    - Fluency
    - Vocabulary
    - Reading Comprehension
    - Oral Language Comprehension
    - Reading
    - Writing
    - Speaking
    - Listening
    - Concepts of Print
    - Other (Please specify)

Year of adoption:

* 2015–16
* 2016–17
* 2017–18
* 2018–19
* 2019–20
* 2020–21
* 2021–22
* 2022–23
* 2023–24
* Other (Please specify)

Language(s) other than English assessed:

* Name of supplemental literacy assessments (if applicable)
* Year of adoption
* Other (Please identify)

Identify any state or federal literacy grants that your LEA participates in or has received funding from since 2019. Select all that apply. Leave blank if unknown or none.

* CLSD Grant
* Early Learning Literacy Project
* Getting Reading Right
* Uplift Literacy
* Every Child Reads
* Far North Literacy Development Consortium
* Readership
* Lead to Literacy
* Early Literacy Support Block Grant
* Reading Instruction and Intervention Grant or Project Accelerating Reading Intervention for
* Systemic Excellence (ARISE)
* Literacy Coaches and Reading Specialists Grant
* Expanded Learning Opportunities Program
* Educator Effectiveness Block Grant
* Community Schools Partnership Program
* Learning Recovery Emergency Block Grant
* Other (Please specify)

Identify the professional learning structure(s) that are in place to ensure successful implementation of literacy-related programs and strategies. Please include any professional learning related to literacy plan development. Identify your LEA’s criteria for success. (2,000 characters maximum; count characters used)

Identify the family and community engagement efforts that are in place to promote students’ literacy and language development, as well as to educate parents/caregivers on literacy practices, activities, and opportunities. (2,000 characters maximum; count characters used)

Elementary sites and LEAs only: Describe the extent to which the transition between preschool and TK/K is supported. Are there regular opportunities for preschool teachers and elementary teachers to articulate developmental milestones and curriculum? (2,000 characters maximum; count characters used)

How many, if any, teachers in your LEA are working under an Intern Credential, a Short- Term Staff Permit, or a Provisional Internship Permit? If known, what institutions are they attending to finish their credentialing? For example, a county office of education credential program, a California State University or University of California program, or a private university program? (2,000 characters maximum; count characters used) Leave blank if unknown or none.

How has student achievement in literacy (as measured by CAASPP ELA scores) changed since the 2018–19 school year in your LEA? If student literacy achievement declined after the COVID–19 shut-down, to what extent has it begun to recover? What steps have been taken toward that recovery? (2,000 characters maximum; count characters used)

## Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction (1)

Instructions: In this section, evaluate each question with your team, assigning a current level at which your LEA is operating, using the rubric provided for each key topic area.

The LEA and school leaders collaborate to implement high-quality literacy programs, which include analyzing formative, interim, and summative assessment data, utilizing evidence-based instructional practices, building literacy-focused teams, and promoting teacher learning and leadership.

School leaders demonstrate a commitment to build the capacity of all staff to implement evidence-based literacy instruction (grounded in research with evidence of demonstrated effectiveness).

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

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

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

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

School leaders demonstrate a commitment to build the capacity of all staff to implement evidence- based literacy instruction.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction (2)

The LEA and school leaders collaborate to implement high-quality literacy programs, which include analyzing formative, interim, and summative assessment data, utilizing evidence-based instructional practices, building literacy-focused teams, and promoting teacher learning and leadership.

School leaders support implementation of core curricula that include structured, evidence-based instruction in foundational skills to support all students across all tiers/levels of an MTSS.

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, Dual Language Learner (DLL) students, Long Term English Learner (LTEL) students in developing foundational literacy skills.

Operationalizing (Gaining Consistency): School leaders provide support and guidance for teachers, including literacy coaching, 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, coaching, and guidance to ensure high-quality literacy instruction for all students, across content areas and grade levels, including effective practices for Standard English Learner students.

School leaders support implementation of core curricula that include structured, evidence-based instruction in foundational skills to support all students across all tiers/levels of an MTSS.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction (3)

The LEA and school leaders collaborate to implement high-quality literacy programs, which include analyzing formative, interim, and summative assessment data, utilizing evidence-based instructional practices, building active literacy-focused teams, and promoting teacher learning and leadership.

School leaders ensure that there is a school MTSS 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 specialists and/or coaches, 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.

School leaders ensure that there is a school MTSS literacy leadership team on site.

* + - Not yet emerging
    - Emerging (Establishing Consensus)
    - Developing (Building Infrastructure)
    - Operationalizing (Gaining Consistency)
    - Optimizing (Innovating and Sustaining)
    - Please explain your rating (optional)

## Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction (4)

The LEA and school leaders collaborate to implement high-quality literacy programs, which include analyzing formative, interim, and summative assessment data, utilizing evidence-based instructional practices, building literacy- focused teams, and promoting teacher learning and leadership.

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 learning, 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.

School leaders promote teacher leadership to support evidence-based literacy instruction.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction (5)

The LEA and school leaders collaborate to implement high-quality literacy programs, which include analyzing formative, interim, and summative assessment data, utilizing evidence-based instructional practices, building literacy-focused teams, and promoting teacher learning and leadership.

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; count characters used)

## Key Topic B: Assessment Practices and Intervention Supports (1)

Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.

Schools have the capacity to interpret assessment data to inform MTSS 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.

The LEA supports schools to interpret assessment data to inform MTSS decisions about literacy-focused curricula and instruction.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic B: Assessment Practices and Intervention Supports (2)

Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.

Schools use and/or are preparing to implement the use of universal literacy screening measures for entering TK, K, first, and second grade pursuant to California Education Code Section 53008 to ensure appropriate/data driven instruction, as well as supports and interventions as needed, are provided within an MTSS.

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., DIBELS, Desired Results Developmental Profile [DRDP], Indic adores 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.

Schools use and/or are preparing to implement the use of universal literacy screening measures for entering TK, K, first, and second grade pursuant to California Education Code Section 53008 to ensure appropriate/data driven instruction, as well as supports and interventions as needed, are provided within an MTSS.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic B: Assessment Practices and Intervention Supports (3)

Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.

Schools provide literacy and language supports and interventions in an MTSS 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).

Schools provide literacy and language supports and interventions in an MTSS to ensure access to the full curriculum for all students.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic B: Assessment Practices and Intervention Supports (4)

Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.

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.

Schools use assessments in multiple languages to gather evidence of literacy and/or biliteracy development across content areas.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic B: Assessment Practices and Intervention Supports (5)

Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.

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; count characters used)

## Key Topic C: Policy, Structure, and Cultural Alignment (1)

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

The LEA supports 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 are 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.

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.

The LEA support implementation of standards-based core curricula that incorporates literacy across all content areas.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic C: Policy, Structure, and Cultural Alignment (2)

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.

The LEA supports the implementation of California’s literacy-related guidance and policy documents (including, but not limited to, California’s curriculum frameworks, the Preschool TK Learning Foundations, Dyslexia Guidelines, the Practitioner’s Guide for Educating ELs 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, special educators, 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 ELs 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.

The LEA supports the implementation of California’s literacy and/or biliteracy-related guidance and policy documents (including, but not limited to, California’s curriculum frameworks, the Preschool TK Learning Foundations, Dyslexia Guidelines, the Practitioner’s Guide for Educating

* ELs with Disabilities, the EL Roadmap, etc.).
* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic C: Policy, Structure, and Cultural Competency (3)

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.

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.

Schools implement evidence-based literacy and/or biliteracy instruction that allows all students to effectively apply academic language across content areas.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic C: Policy, Structure, and Cultural Competency (4)

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. Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.

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, Standard English Learner students, and students with disabilities including students with dyslexia, 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, Standard English Learner 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.

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, Standard English Learner students, and students with disabilities including students with dyslexia, in their literacy and language development.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic C: Policy, Structure, and Cultural Competency (5)

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.

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; count characters used)

## Key Topic D: Family, Community, and Partner Supports (1)

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.

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.), facilitate family and community input through forums that include translators or are conducted in the most prevalent home language(s), and provide funding support for teachers to build classroom collections that reflect the linguistic and cultural diversity of their students and families.

Schools ensure family and community engagement in literacy-related activities.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic D: Family, Community, and Partner Supports (2)

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.

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.

Schools ensure that community, family, and student language, linguistic, cultural diversity, and English dialects, including African American English, Latinx English, or Spanglish are recognized as assets, respected, and valued.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic D: Family, Community, and Partner Supports (3)

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.

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.

Schools establish and sustain positive and effective relationships with early education providers within their communities.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic D: Family, Community, and Partner Supports (4)

Schools exist within the context of the community and work with parents, families, community members, and outside organizations that provide students and/or staff with supplemental educational opportunities or support related to literacy.

Schools establish and sustain positive and meaningful relationships with community organizations that provide students and/or staff with supplemental educational opportunities or support 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.

Schools establish and sustain positive and meaningful relationships with community organizations that provide students and/or staff with supplemental educational opportunities or support related to literacy.

* Not yet emerging
* Emerging (Establishing Consensus)
* Developing (Building Infrastructure)
* Operationalizing (Gaining Consistency)
* Optimizing (Innovating and Sustaining)
* Please explain your rating (optional)

## Key Topic D: Family, Community, and Partner Supports (5)

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.

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; count characters used)

## Submit the Needs Assessment

If you have not already done so, select the Save Responses button. Once you select this button, you will receive a request to provide your email address. After responding to the request, you will receive an email with a unique web address (URL) for accessing the survey. It is recommended that you copy the URL on the application web page and save it in the event you do not receive a confirmation email. This address will allow you to return to your needs assessment. Do not use the “Back” button until you receive the unique URL, as doing so will clear the contents in the response field(s).

To submit the Literacy Needs Assessment to the CDE, click the Submit button below. You will be redirected to the CDE CLSD web page. If you have any questions, please contact the CLSD grant team at [CLSDP@cde.ca.gov](mailto:CLSDP@cde.ca.gov).

## Additional Background Information

The CDE will use the results of the survey to analyze statewide literacy needs and inform revisions and updates to California’s 2021 Comprehensive State Literacy Plan. We are relying on each LEA in California to help us gather up-to- date information by completing this survey.

CLSD grant funds are intended to improve birth through grade twelve literacy outcomes statewide and will be leveraged to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy, reading, and writing, for children from birth through grade twelve, with an emphasis on disadvantaged children, including children living in poverty, EL students, and children with disabilities. This includes expanding and enhancing small-scale literacy projects that were funded through the previous 2019 CLSD grant.

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), as well as other standard EL students, ensuring that 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 TK−12 system is the largest in the nation, serving approximately 5.9 million students. More than 55 languages are spoken in the homes of California’s students and about one in four of those students (approximately 1.1 million) are EL students. Furthermore, nearly 1 million students are proficient in English and also speak another language. This means that nearly 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. Finally, the California Practitioners’ Guide for Educating ELs with Disabilities provides guidance to teachers on appropriate identification and support for EL students with disabilities.

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 MTSS structure that are firmly grounded in California’s ELA/ELD Framework. The ELA/ELD Framework has long advocated for a comprehensive and integrated model of literacy that offers evidence-based literacy instruction in the classroom, including explicit instruction in phonics, phonemic awareness, and other decoding skills, as well as the development of vocabulary, comprehension, writing, speaking, and listening skills. An accompanying Literacy Roadmap, to be published in 2025, will provide practical guidance to classroom teachers about instructional practices.

### 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.

**Comprehensive Literacy**: A teaching approach that focuses on the development of literacy across a variety of contexts and recognizes the complexity of literacy and the connection between listening, speaking, reading, and writing. California’s ELA/ELD Framework’s five key themes of meaning making, language development, effective expression, content knowledge, and foundational skills encompass what is meant by the term comprehensive literacy.

**DLLs and Multilingual Learners (MLLs)**: Young DLLs and MLLs 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 TK and K students.

**Dyslexia**: A learning disability that affects a person’s ability to recognize words accurately and fluently and is characterized by poor spelling and decoding abilities, is caused by a deficit in the phonological component of language and is often unexpected in relation to other cognitive abilities and classroom instruction.

**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 ELD programs or services (“EL 0–3 years,” “At-Risk 4–5 years,” “LTEL 6+ years,” “EL 4+ years not at risk of LTEL,” Reclassified Fluent English Proficient," 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**: 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.

**Students with disabilities**: A person who is enrolled in a school and has a verified disability that limits one or more major life activities and includes physical and mental disabilities as well as medical conditions.

### State Guidance Resources Related to Instruction and Policy

Please refer to the following web pages and documents for further information on topics contained within this survey.

* [California’s Comprehensive State Literacy Plan (PDF)](https://www.cde.ca.gov/ci/pl/documents/cacompstatelitplan.pdf)
* [California’s Best Practices for Young Dual Language Learners: Research Overview Paper (PDF)](https://www.cde.ca.gov/sp/cd/re/documents/dllresearchpapers.pdf)
* [CA Ed.G.E Initiative](https://www.cde.ca.gov/sp/ml/caedge.asp)
* [California ELA/ELD Framework](https://www.cde.ca.gov/ci/rl/cf/)
* [California English Learner Roadmap](https://www.cde.ca.gov/sp/ml/roadmap.asp)
* [California Dyslexia Guidelines (PDF)](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 and TK Learning Foundations](https://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol1)
* [Global California 2030 (PDF)](https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf)
* [Quality Professional Learning Standards](https://www.cde.ca.gov/ci/pl/qpls.asp)
* [Model School Library Standards for California Public Schools (PDF)](https://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf)
* [California Literacy Roadmap](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB114)