

# Draft California Comprehensive State Literacy Plan

Revised May 2025

California Department of Education

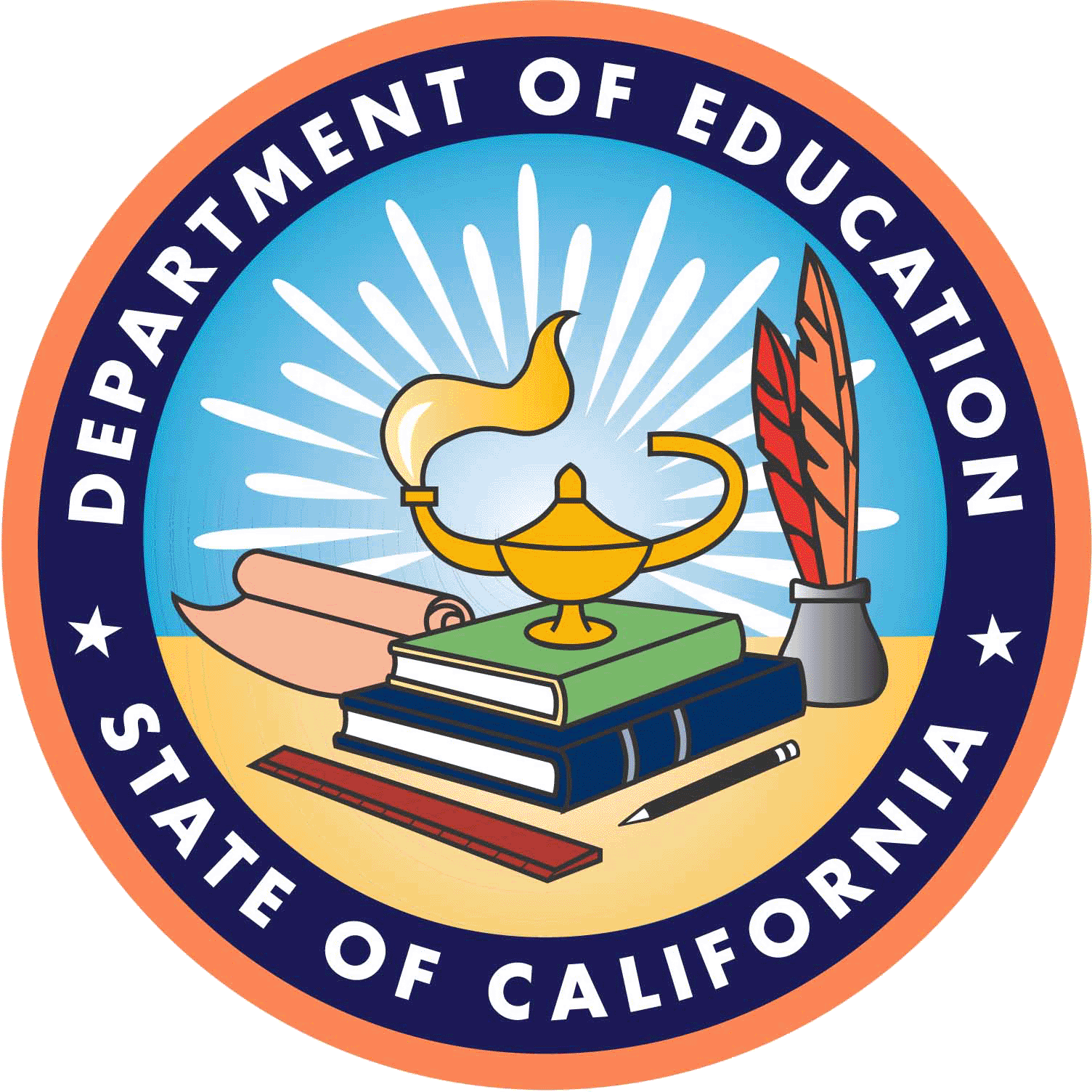


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### Preface

In the United States, education is a civil right, and literacy in particular has the power to open doors for historically underserved communities. California has made historic investments in education. The California Department of Education (CDE) and State Superintendent of Public Instruction (SSPI), Tony Thurmond, in collaboration with the State Board of Education, the Governor’s Office, and other statewide partners, are using this opportunity to transform our schools by focusing on key initiatives to support educators, students, families, and communities. These initiatives include:

* Safe Havens: Protecting Access to Education for Immigrant Families
* Housing Initiative: Renewing the California Dream
* Community Schools: It Takes a Village – Schools Can Be More Than Academics
* Professional Learning: Supporting Our Teachers and Mentors
* Mental Health Support: A Healthy Mind Is Essential for Learning
* Universal Prekindergarten and Transitional Kindergarten: California’s Great Start
* Universal Meals: Nourishing Young Minds for Learning
* Antibias Education: Preventing, Addressing, and Eliminating Racism and Bias
* Expanded Learning Programs: Education Outside of the Classroom
* California Literacy: Reading by Third Grade and Beyond
* Black Student Achievement Task Force
* Literacy Task Force
* Universal Screening for Reading Difficulties: All Students in Kindergarten through Grade Two
* Closing the Digital Divide

### Superintendent’s Literacy Initiative

SSPI Tony Thurmond has made literacy a priority during his administration. A key initiative is Reading by Third Grade and Beyond. California's approach to literacy instruction is grounded in the evidence-based practices of comprehensive literacy instruction, including decades of research applicable to our diverse and multilingual learners. As a dynamic state with extraordinary global influence and unsurpassed cultural and linguistic resources, California is committed to ensuring that students are reading by third grade and are fully literate when they graduate from high school.

To support this initiative, the SSPI created a literacy task force to advance this goal and hired two Statewide Literacy co-directors to construct the Literacy Roadmap and support districts as they select screeners for risk of reading difficulty. Recent state literacy grants, as well as the federal 2019 and 2024 Comprehensive Literacy State Development (CLSD) grants are an important part of achieving the goal of all California students reading by third grade.

These commitments exemplify California’s approach to education as one that focuses attention to the whole system and the belief that to truly move the needle on student achievement, all parts of the system need to be involved, including schools, families, communities, and students. While there are no easy answers to the challenges our students face, California educators are poised to answer the call for educational equity in this extraordinary moment in education. The 2025 Comprehensive State Literacy Plan (SLP) aims to bring together the education community in solidarity to improve literacy outcomes for students so that they may reach their full potential through readiness for college, careers, and civic life, and become producers and consumers of literary works of wonder and new, emerging literacies that have the potential to change our world.

### State Literacy Grants

Since the publication of the SLP in March 2021, several state literacy grant programs were implemented, which are each contributing significant resources to local educational agencies (LEAs) to support improved literacy outcomes for students. The grant programs described below represent over $585 million in funds to provide professional learning for teachers and staff in evidence-based literacy instruction, literacy planning support including literacy needs assessments, and hiring literacy coaches and reading specialists. These grant programs are aligned with and support the CLSD grant’s priorities and are an important aspect of California’s educational system.

#### Early Literacy Support Block Grant

This $50 million state grant funded the CDE and 34 LEAs with 73 eligible participating schools that had the highest percentage of students in grade three scoring at the lowest achievement standard level on the State Summative English Language Arts (ELA) assessment in spring 2018. An additional $3 million funded the Expert Lead in Literacy (Sacramento County Office of Education [COE]) to support identified LEAs to conduct a root cause analysis, prioritize identified needs, and develop literacy action plans to implement over three years. The grant supported LEAs to provide high-quality literacy teaching and interventions as well as family and community engagement. The Expert Lead in Literacy’s work ended in November 2023. LEAs continued grant work through June 2024.

A study titled *The Achievement Effects of Scaling Early Literacy Reforms*[[1]](#footnote-2)highlighted evidence-based literacy practices that resulted in positive achievement outcomes for students, including conducting literacy needs assessments and developing literacy plans, as well as literacy coaching and professional learning for classroom teachers.

#### Reading Instruction and Intervention Grant

This $10 million state grant funds the Contra Costa COE to generate and disseminate professional learning opportunities for kindergarten through grade twelve (K–12) educators in the areas of evidenced-based literacy, intensive literacy interventions, and support of students’ executive functioning skills through the 2025–26 academic year.

The resulting Project Accelerating Reading Intervention for Systemic Excellence (Project ARISE) provides free online courses and online workshops to educators statewide to support students with disabilities, including students with dyslexia, multilingual learners, and dual identified students.

#### Literacy Coaches and Reading Specialists Educator Training Grant

The Literacy Coaches and Reading Specialists (LCRS) grant provides $473 million to two cohorts of LEAs to develop school literacy programs, employ and train literacy coaches and reading and literacy specialists, and develop and implement interventions for students in need of targeted literacy support. To support this work, an additional $27 million funds the Sacramento COE through the Literacy Coaches and Reading Specialists Educator Training grant to develop and provide professional learning for educators at LCRS sites to become literacy coaches and reading and literacy specialists.

## Executive Summary

In 2024, the CDE was awarded $38 million through the federal CLSD grant program. This funding builds upon the $37.5 million CLSD grant award in 2019, which was augmented with an additional $2.7 million in Supplemental Award funding in 2023. The SLP is foundational to achieving the grant objectives.

The SLP, first adopted by the State Board of Education (SBE) in 2021 and updated in 2025, is not meant to establish new guidance for curriculum and instruction in literacy. It instead models a process that can serve as an example for developing local literacy plans and brings together existing state-level resources. The 2025 SLP provides updated information that reflects California’s current literacy context and highlights outcomes resulting from the 2019 CLSD award.

The SLP begins with an overview of California’s approach to literacy instruction, which sets the stage for the continuous improvement process. This section explains the process that the CDE went through to develop this SLP and also provides guidance and resources for local educational agencies, including schools, to develop local literacy plans through a five-step process, using the Local Literacy Planning Toolkit[[2]](#footnote-3) (Toolkit).

To support the development of local literacy plans, the SLP also provides a Comprehensive and Integrated Literacy Model to illustrate how the state’s many guidance documents and systems integrate to support comprehensive literacy instruction throughout California.

The appendices provide extensive additional information to support this SLP, including the data the CDE used to inform the SLP and links to key state guidance.

Additional literacy program resources, including templates, protocols, and examples will be made available in the Toolkit throughout the grant period. This will include new resources developed by 2025 subgrantee local Literacy Lead Agencies.[[3]](#footnote-4)

## Introduction

The 2024 CLSD grant funds allow the CDE to leverage and expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy supports to improve student outcomes over a period of five years. For additional information on the CLSD grant proposal, please see Item 15 of the SBE July 2024 Agenda.[[4]](#footnote-5)

This investment builds upon the CDE’s 2019 CLSD grant, which funded seven small-scale pilot projects to develop and implement promising practices for improving literacy outcomes for students. These projects were each led by consortia of COEs, referred to as Literacy Lead Agencies[[5]](#footnote-6) (LLAs), and each focused on one identified statewide literacy priority from the 2019 SLP. LLAs were required to implement programs aligned to the Comprehensive and Integrated Literacy Model (CILM), including integration of all key themes of the *English Language Arts/English Language Development Framework* (*ELA/ELD Framework)*, all strands of the Common Core State Standards (CCSS) for ELA/Literacy, culturally relevant and sustaining pedagogies, and evidence-based family literacy strategies, with a focus on the needs of identified student populations, including children living in poverty, English learners (EL), children with disabilities, and children of color. LLAs were also required to support local LEAs in developing and implementing local literacy plans aligned to the CILM and the continuous improvement process. Promising practices resulting from these projects are detailed in this updated SLP.

In 2025, the CDE will announce a new Request for Applications (RFA) to award competitive grants to consortia of COEs. COE grantees will be required to build expertise in strategies that address the statewide literacy priorities and implement strategies through four-year projects with local districts.

California’s 2024 CLSD grant program establishes the following objectives:

* Leverage state capacity and partnerships, including coordination with Institutions of Higher Education (IHEs) and subgrantees, to ensure pre-service teachers and in-service teachers have sufficient and consistent knowledge and skills to support evidence-based literacy instruction, intervention, and assessment.
* Revise California’s Comprehensive SLP to include updated evidence-based practices and guidance documents, as well as promising practices and implementation guides from 2019 CLSD subgrantees.
* Continue to build local capacity to establish, align, and implement literacy initiatives that emphasize family and community involvement and expand educational options, ensuring equity in student access and addressing the needs of California’s (CA’s) most vulnerable children, particularly related to the impacts of the COVID-19 pandemic on students and educators.

With the support of the 2024 CLSD grant funds, California will continue to focus its efforts on addressing the literacy needs of all students and implementing crucial state priorities. These include screening all students in kindergarten through grade two for risk of reading difficulties, increasing early identification and support, and promoting educator access to the California Literacy Roadmap,[[6]](#footnote-7) which provides instructional planning guidance and strategies aligned with the *ELA/ELD Framework* to improve literacy instruction throughout the state. The SLP is a foundational element to achieving these objectives.

## **California's Approach to Literacy Instruction**

California is a vibrant and dynamic state with extraordinary global influence and is unsurpassed in its cultural and linguistic resources, yet too many of its children and youth are ill-prepared for the incredible opportunities that await them. The adoption of the CA CCSS [Common Core State Standards] in ELA [English Language Arts]/Literacy and the CA ELD [English Language Development] Standards and the development of this *ELA/ELD Framework* represent California’s commitment to ensure that all its students receive an education that enables them to take advantage of possibilities, pursue their dreams, and contribute to the well-being of California and the world. The most promising futures await our students—and our society—when we ensure that all individuals acquire strong literacy and language skills in every discipline. (*ELA/ELD Framework* [CDE 2015, 12])

California's approach to literacy instruction is grounded in evidence-based practices from decades of research applicable to its diverse student population, including students with disabilities and multilingual learners. California’s foundational literacy guidance documents include the *ELA/ELD Framework,*[[7]](#footnote-8) the *EL Roadmap*,[[8]](#footnote-9) and the *California Dyslexia Guidelines*.[[9]](#footnote-10) The SLP incorporates the Every Student Succeeds Act’s (ESSA’s) definition for comprehensive literacy instruction, which is reflected throughout the SLP. The full definition of comprehensive literacy instruction may be found in the glossary of this document (see Appendix A).

California’s guidance on evidence-based literacy practices is rooted in the five key themes of ELA/literacy and ELD instruction in the *ELA/ELD Framework,* within thestructure of a Multi-Tiered System of Support[[10]](#footnote-11) (MTSS). Ensuring that California educators are well-supported to provide students with literacy instruction that embraces these practices is a top priority of the SLP.

### **Five Key Themes**

#### Meaning Making

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and, in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

#### Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

#### Effective Expression

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes paying attention to effective expression. Students learn to examine the author’s craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

#### Content Knowledge

Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions and arguments, narratives, and explanatory and informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

#### Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills. (*ELA/ELD Framework* [CDE 2015, 5])

These themes cut across the strands of Reading, Writing, Speaking and Listening, and Language and demonstrate the interconnectedness within and between the CA CCSS for ELA/Literacy and the CA ELD Standards. For more information on the ways these components apply in grade level contexts, see the *ELA/ELD Framework*’s grade band chapters.[[11]](#footnote-12) Examples of evidence-based practices that are grounded in the five key themes include:

* A strong emphasis on language development, including oral language for all students, and ELs in particular (Language Development and Effective Expression).
* Direct, systematic, and explicit instruction in foundational skills, including print concepts; phonological awareness/phonemic awareness; phonics, spelling, and word recognition, morphological awareness, and text reading fluency (Foundational Skills).
* Vocabulary development through explicit, direct instruction and indirectly through rich language experiences and wide reading (Meaning Making).
* Support of meaning making through the deliberate building of content knowledge and explicit reading comprehension instruction (Meaning Making and Content Knowledge).
* Explicit writing instruction that enables students to clearly communicate for a variety of purposes, including conveying information, persuasion, and personal expression (Effective Expression).
* Comprehensive integrated and designated ELD (all five key themes).

### Multi-Tiered System of Support

In California, our MTSS[[12]](#footnote-13) focuses on aligning initiatives and resources within an educational system to address the needs of all students. It is an integrated, comprehensive framework for LEAs that aligns academic, behavioral, and social–emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

MTSS is implemented in three Tiers or levels on a continuum of support. The goal of Tier 1 (universal) support is for all students to receive high-quality, standards-aligned instruction, using culturally and linguistically supportive and responsive teaching that meets the full range of student needs. Tier 1 instruction should result in no less than 80 percent of students achieving grade level expectations. If less than 80 percent succeed in Tier 1 instruction, schools should engage in close examination of the curriculum and teaching practices and make appropriate adjustments.[[13]](#footnote-14) In addition to Tier 1 (universal support), some students may need Tier 2 (supplemental support) at various times, and a few students may require Tier 3 (intensified support) some of the time to be successful in the most inclusive and equitable learning environment of their grade-level peers.

All of the following examples of evidence-based practices address all three tiers of the MTSS continuum of support:

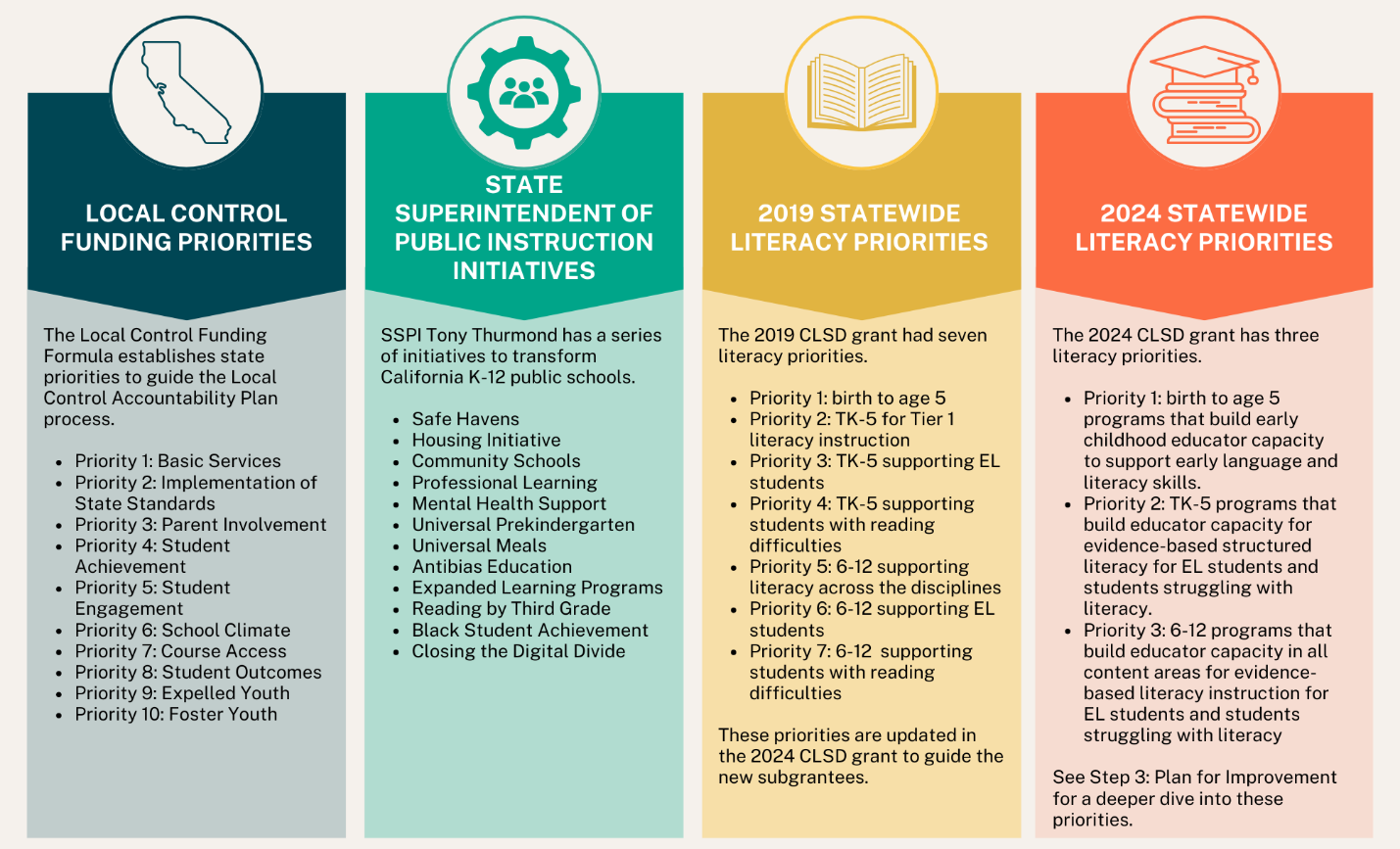
* Implementation of robust MTSS so that all students are provided tier one instruction and those struggling with literacy are identified early and provided with the instructional supports they need.
* Valid and reliable assessment practices, including the use of screening instruments; diagnostic, interim, and summative assessments; and daily formative assessment to identify learning needs, inform instruction, and monitor student progress.
* Diagnostic assessments and instructional approaches aligned with structured literacy to identify and support students with disabilities, including dyslexia.
* Literacy instruction and experiences that are whole-child focused, inclusive, and culturally and linguistically affirming.

Additional information on California’s MTSS is available in the Comprehensive and Integrated Model section of the SLP, as well in Appendix C.

### California’s Initiatives and Priorities

Guiding California’s work in education are several priorities and initiatives, providing a framework in our understanding of how to best support our students and educators. Below is a graphic (Figure 1) that illustrates the state funding priorities for LEA accountability, SSPI initiatives, and the CLSD statewide literacy priorities.

**Figure 1: California’s Initiatives and Priorities**

[Figure 1: Link to full text description](#Figure1Desc)

The Local Control Funding Formula (LCFF)[[14]](#footnote-15) is a hallmark legislation that fundamentally changed how all LEAs in the state are funded, how they are measured for results, and the services and supports they receive, to allow all students to succeed in fulfilling their greatest potential. The Local Control and Accountability Plan (LCAP)[[15]](#footnote-16) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The state priorities established in the LCFF legislation are included in the CILM to illustrate how local literacy programs can leverage LCFF and the LCAP to support comprehensive and integrated programs.

For the 2019 CLSD grant, the State Literacy Team (SLT) developed the Statewide Literacy Priorities, which guided the work of the 2019 CLSD LLAs. For the 2024 CLSD grant, the SLT updated the Statewide Literacy Priorities, based on new data. These priorities dive deep into the necessary elements of evidence-based literacy instruction, focusing on age and grade levels and the needs of specific student groups. The SLP illustrates how each of these priorities and initiatives are aligned to and integrated in a successful educational system.

### California’s Statewide System of Support

The CDE supports implementation and compliance with state and federal laws, facilitates the development of LEA guidance, and, in collaboration with the SBE and the California Collaborative for Educational Excellence, coordinates the Statewide System of Support. The Statewide System of Support brings together California’s improvement networks and resources to assist LEAs in meeting the state priorities. The System of Support assists LEAs in transitioning from the standards, frameworks, and guidance documents, or the “what”, into implementation, or the “how”. All improvement networks may utilize the CILM to make connections among state guidance and focus supports to meet the specific needs of LEAs.

### Teacher Preparation

In 2023, Senate Bill 488[[16]](#footnote-17) required the CA Commission on Teacher Credentialing to update the literacy accreditation standards and teaching performance expectations (TPEs) to include “evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, ELs, and pupils with exceptional needs.” Teacher preparation programs (TPPs) are required to update their coursework to align with these new standards and expectations. These TPPs are located within 252 IHEs and LEAs statewide, and graduate more than 10,000 teacher candidates per year. The CDE’s partnership with the CA State University (CSU) and the University of CA systems through the 2024 CLSD Grant will strengthen alignment with the new standards and TPEs.

## Plan Purpose and Logic Model

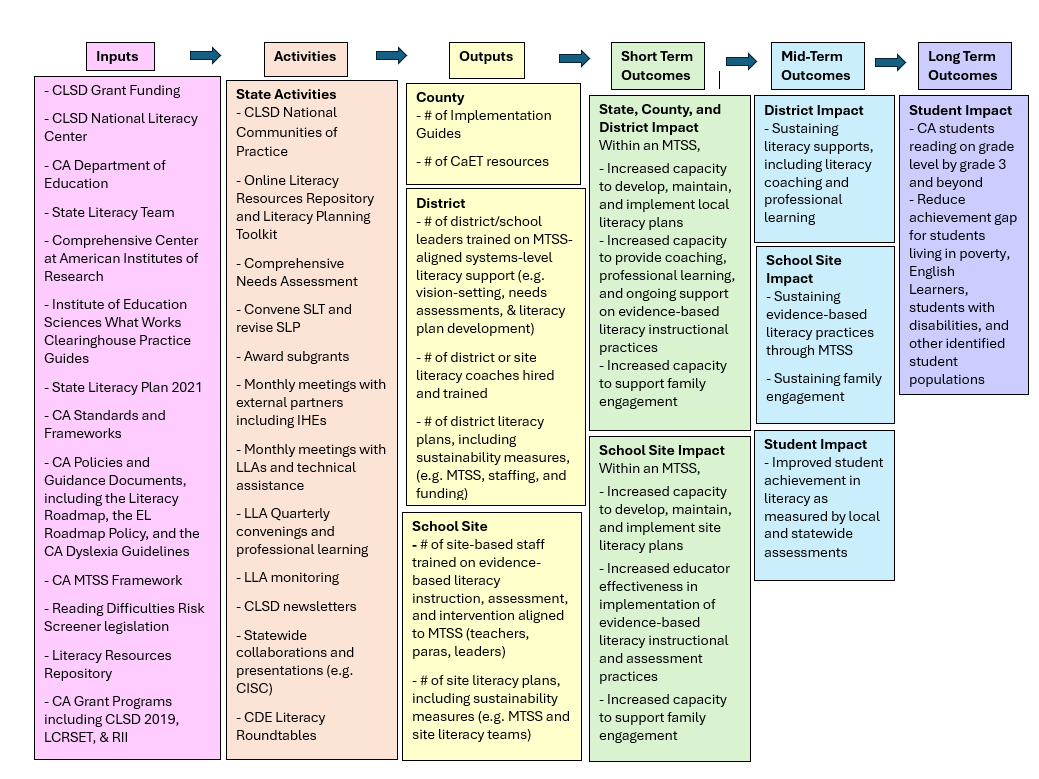
The purpose of the SLP is to provide a model and guidance to LEAs in creating their own local literacy plans through a cycle of continuous improvement. The SLP also aligns and integrates state literacy initiatives, content standards, and state guidance documents to support educators of children birth through grade twelve. This plan supports continuous improvement of state and local literacy programs by:

* Focusing on the age/grade band goals for literacy achievement established by the CA CCSS in ELA/Literacy, the *ELA/ELD Framework*, and the Literacy Roadmap.
* Reporting current disaggregated literacy achievement data and literacy needs assessment results to display the outcomes the current system is producing.
* Identifying statewide literacy priorities, solidifying state-level activities for the CLSD grant, and serving as a model for local literacy plans.
* Highlighting the successful implementation of the SLP at the local level, including identified best practices from the seven 2019 CLSD LLA projects.
* Connecting essential state guidance documents to support comprehensive and integrated implementation of high-quality literacy programs at state and local levels.

The SLP endeavors to strengthen relationships and collaboration between infant and early childhood education programs across the mixed delivery system and transitional kindergarten through grade twelve (TK–12) systems to provide a continuum of coherent literacy education. California’s Universal Pre-Kindergarten[[17]](#footnote-18) (UPK) investment, which includes the expansion of transitional kindergarten, and the Pre-Kindergarten through Grade Three (P–3) Alignment[[18]](#footnote-19) initiatives are evidence of the state’s commitment to strengthening the relationship between early education and TK–12 systems through significantly increased access and resources.

The primary state-level activity supported by the CLSD grant is the awarding of LLA subgrants, whose activities are aligned to the comprehensive and integrated approach described in the *ELA/ELD Framework*,[[19]](#footnote-20) support the implementation of culturally relevant and sustaining pedagogies and evidence-based family literacy strategies, and address statewide literacy priorities. The updated SLP Logic Model (Figure 2) illustrates the inputs and resources to be leveraged throughout the specified activities of the 2024 CLSD grant, the outputs that will be monitored, and the outcomes this plan seeks to achieve. This Logic Model guides not only the work of the CDE but also the forthcoming work of the 2025 subgrantees.

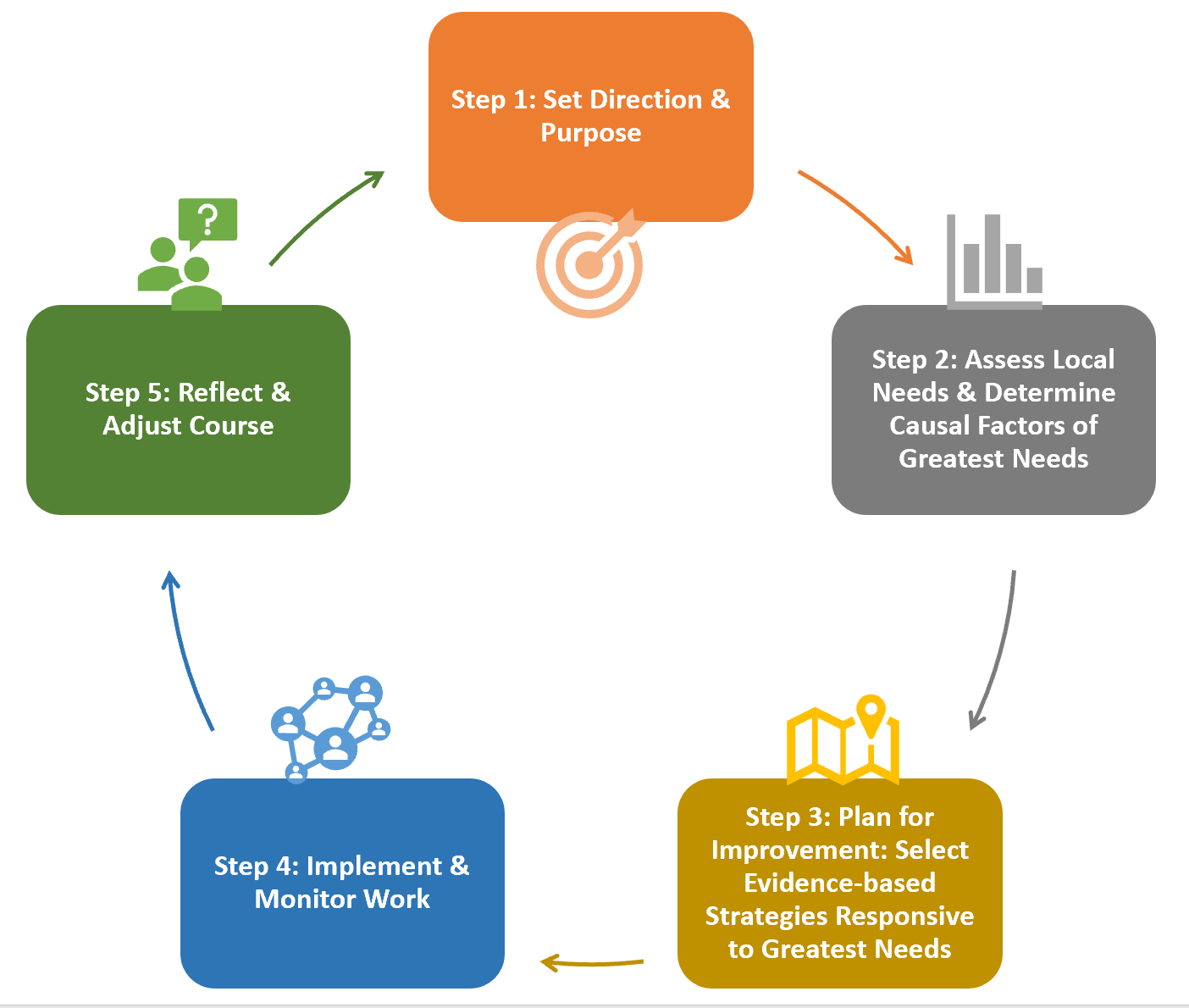
**Figure 2: CLSD 2025 Logic Model**

  
[Figure 2: Link to full text description](#Figure2Desc)

## Using the Continuous Improvement Process

In this section, each step of the continuous improvement process at the state level is outlined with state level and local implications. This section also illustrates how the CDE and the SLT assessed statewide literacy needs to update the statewide literacy priorities and leverages 2019 CLSD projects as resources in the 2024 grant program. The accompanying Toolkit[[20]](#footnote-21) serves as a guide for LEAs as they develop their own local literacy plans to improve literacy outcomes for their students.

Figure 3: Continuous Improvement Model



LEAs are encouraged to examine local literacy programs and supports through the continuous improvement process. This section can support LEAs by illustrating this process and providing the resources and tools that can be leveraged at the local level to improve literacy outcomes. Additional literacy program resources, including templates, protocols, and examples, are in development as an outcome of this plan (See Step 4: Implement and Monitor Work below). More information can be found in Appendix B. General resources and tools to assist LEAs as they plan and implement their continuous improvement efforts through their LCAP and school planning process are available on the CDE Continuous Improvement Resources web page.[[21]](#footnote-22)

### Local Literacy Planning Toolkit

The Toolkit,[[22]](#footnote-23) available on the California Educators Together website in the Literacy Resources Repository,[[23]](#footnote-24) is a set of resources designed to align the work of LEAs at the county, district, and/or school levels. It may be used to evaluate current literacy programs and supports and develop action steps to move towards innovative, improved, and sustainable programs. The five steps of the continuous improvement process are described below and include links to the Toolkit and the Literacy Resources Repository, which includes tools and templates to help LEAs move through each step as they develop their local literacy plans.

These action steps may also be used to inform an LEA’s LCAP, as the process that follows mirrors the LCAP process of ensuring stakeholder engagement, reviewing data, setting goals and actions, and focusing on services for identified student populations, including EL students, students with disabilities, and socioeconomically disadvantaged students.

The 2019 CLSD LLAs developed local literacy plans with their partner districts as part of their projects. Each LLA used the Toolkit as a template for their work with school sites and districts, and some of the LLAs modified the template for use in their particular contexts. Examples of these literacy plans are included in the implementation guides for the 2019 CLSD LLAs in the Literacy Resources Repository.

### **Step 1: Set Direction and Purpose**

The SLP sets the direction for literacy programs statewide by aligning and integrating state literacy initiatives to ensure **high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California MTSS Framework.** For additional information, see the CILM in Figure 4 as well as Appendix B.

#### State-Level Process

State content standards and curriculum frameworks define age/grade span goals for student achievement and instruction. The SLP is intended to ensure all students meet age/grade level literacy expectations by supporting LEAs, through the guidance of the LLAs, to implement state literacy guidance with fidelity. The age/grade goals as outlined by the state content standards and curriculum frameworks are the overarching goals that guide California’s educational system. These goals are deliberately broad and inform the 2024 CLSD priorities that will guide the subgrantee work. In working toward those priorities, subgrantees will also be helping their partner districts in meeting these overarching goals. These overarching literacy goals for each age/grade level are further detailed in Appendix D.

* Birth to Age Five Literacy Goals: All children meet or exceed the developmental milestones described in the Language Development Domain of the *Infant/Toddler Learning and Development Foundations*[[24]](#footnote-25) document and the Language and Literacy Domain of the *Preschool Learning Foundations*[[25]](#footnote-26) and *P–3 Learning Progressions*[[26]](#footnote-27) documents.
* Transitional Kindergarten to Grade Five (TK–5) Literacy Goals: 1) All students achieve the CCSS ELA/Literacy in reading, writing, speaking and listening, and language for their grade level; and 2) Guidance provided in the *ELA/ELD Framework* and other California literacy guidance documents are implemented with fidelity.
* Grades Six through Twelve (6–12) Literacy Goals: 1) All students achieve the CCSS ELA/Literacy in reading, writing, speaking and listening and language as well as reading and writing standards for literacy in history–social science, science, and technical subjects for their grade level; and 2) Guidance provided in the *ELA/ELD Framework* and other California literacy guidance documents are implemented with fidelity.

For more information on California’s statewide goals as defined by state content standards and curriculum frameworks, see Appendix D.

#### Local-Level Process

**Local Literacy Planning Toolkit Step 1: Set Direction and Purpose:** <https://www.caeducatorstogether.org/resources/7330/step-1-overview-pdf>

At the local level, LEAs can set the direction and purpose of local literacy programs by defining a mission or vision, setting goals and performance measures, and developing a statement of purpose that addresses the local context. LEAs are not required to adopt the state direction and purpose but are encouraged to consider it as a model informed by extensive research and educational partner input.

Educational partner engagement is a critical aspect of developing a comprehensive, responsive, and sustainable local literacy plan. LEAs should identify all members of their local literacy team, ensuring that the team spans many roles and areas of expertise, including, but not limited to:

* Administrators
* Grade-level and/or department lead teachers
* Literacy coaches and specialists
* ELD and special education teachers
* Teacher librarians
* Family and community members
* Students

To set the mission and vision of local literacy programs, it’s also critical to first identify an LEA’s current ELA/ELD instructional plan, including the master schedule, and Tier 1, 2, and 3 supports. LEAs should also review all adopted curriculum, instructional materials, and literacy-based assessments. An understanding of the literacy landscape at an LEA will be foundational to defining the LEA’s mission, vision, goals, and performance measures.

### Step 2: Assess Local Needs and Determine Causal Factors

#### State-Level Process

To prepare for the development of the 2025 SLP, the CDE conducted a Comprehensive Statewide Literacy Needs Assessment[[27]](#footnote-28) and brought together educational partners to form an SLT[[28]](#footnote-29) to review the results. The needs assessment was available to all California LEAs, including COEs, districts, and schools (including charters and a summary of the results is available on the CLSD web page.[[29]](#footnote-30) The CDE and the SLT used these results to inform statewide literacy priorities defined in the age/grade band sections. The SLT also reviewed current student achievement data to inform consideration of statewide priorities to support the improvement of literacy outcomes. The data included results from the California Assessment of Student Performance and Progress (CAASPP) and consideration of the impacts of the COVID-19 pandemic.

One of the federal priorities of the 2024 CLSD grant is to ensure equity in student access and address the needs of CA’s most vulnerable children, particularly related to the impacts of the COVID-19 pandemic on students and educators. School closures throughout California required a rapid shift to remote learning for nearly 6 million California students. Of those students, 1.8 million, most of whom were Latinx and Black, had no digital access at home, exacerbating an already difficult situation.[[30]](#footnote-31) Students struggled with their studies as well as mental health, and the resulting learning loss is still apparent.

Before the pandemic, scores in literacy achievement were trending upward. For example, in 2017, 48.6 percent of students met or exceeded standards, with 49.9 percent in 2018, and 51.1 percent in 2019.[[31]](#footnote-32) However, data in 2021–22 showed significant pandemic impact on literacy achievement, most starkly for third grade students.[[32]](#footnote-33)

Encouragingly, in the 2024 California School Dashboard data, literacy achievement began to rise slightly again. The data makes it clear, though, that additional support is needed. The 2024 CLSD grant prioritizes support for students and educators most affected by the pandemic and will be a critical focus of the upcoming 2024 subgrant competition.

#### Local-Level Process

**Local Literacy Planning Toolkit Step 2: Assess Local and Needs and Determine Causal Factors of Greatest Needs:** <https://www.caeducatorstogether.org/resources/7332/step-2-overview-pdf>

At the local level, LEAs can use the needs assessment process in collaboration with local interest holders to focus on specific problems rather than symptoms, prioritize causes most likely to have a significant impact on the problem, and focus on actionable causes of the problem. Needs assessments are used to identify strengths and weaknesses within the context and constraints of the LEA and to dig deeper into root causes. They go beyond student data to include data on the effectiveness of current practices to evaluate what is and is not working. LEAs can utilize the Comprehensive Statewide Literacy Needs Assessment[[33]](#footnote-34) to review local literacy programs. Additional tools and resources for LEA use are in development as an outcome of the state plan development process.

In addition to reviewing the results of local needs assessments, educators should also review the data available in the California School Dashboard.[[34]](#footnote-35) California’s accountability system is based on multiple measures that assess how LEAs and schools are meeting the needs of their students. In a CILM, multiple factors influence a student’s literacy outcomes. The multiple measures reported in the Dashboard help to assess factors beyond academics that contribute to literacy outcomes, such as English language proficiency growth, chronic absenteeism (student engagement), and suspensions (school climate).

LEAs should also consider relevant data that is not reported in the Dashboard, such as data related to early childhood education programs, expanded learning programs, biliteracy achievement, school libraries, teacher librarians, specialists, counselors, school nurses, and community resources. Another great source of data are school surveys, such as the California School Climate, Health, and Learning Surveys, which include the California Healthy Kids Survey for Students,[[35]](#footnote-36) The California School Staff Survey,[[36]](#footnote-37) and The California School Parent Survey.[[37]](#footnote-38)

### Step 3: Plan for Improvement

#### State-Level Process

The 2025 SLT helped the CDE select and prioritize strategies to address current statewide literacy needs. These priorities are based on CAASPP data and results of the needs assessment and are presented as overarching literacy goals in Step 1. These priorities are outlined for each age/grade band below with key state guidance and resources highlighted to inform state-level activities, which are also described in this step of the process.

Beginning in 2021, LLA subgrantees developed and implemented evidence-based strategies to address the 2019 statewide literacy priorities. Additionally, the CDE and its literacy partners provided professional learning opportunities statewide to support the development of local literacy plans and local implementation of evidence-based strategies to address local needs, including the development of Toolkit, which is part of the Literacy Resources Repository, available at <https://www.caeducatorstogether.org/groups/hmdnyg/comprehensive-literacy-state-development-grant-resource-repository>.

##### Literacy Lead Agencies

As part of the 2019 CLSD grant, the CDE identified seven statewide literacy priorities. The LLAs,[[38]](#footnote-39) chosen as part of a competitive grant process, each focused one priority and referencing state-adopted guidance, identified evidence-based strategies to implement them. For the 2024 CLSD grant many of the most impactful evidence-based strategies will be highlighted to expand and enhance that important work.

##### Evidence-Based Practices

While each LLA focused on a different age/grade band and supported different student populations and needs, the several following evidence-based practices emerged as highly effective. These practices will be scaled out in the 2024 CLSD grant. They include:

* Coaching
* Professional learning based on the Quality Professional Learning Standards (QPLS), Institute of Education Sciences (IES) Practice guides, and California guidance documents for the entire system, including administrators, literacy coaches and reading specialists, classroom teachers, paraprofessionals, and families
* Explicit, systematic literacy instruction
* High dosage tutoring
* Literacy plans
* Instructional rounds
* Universal Design for Learning (UDL)
* Culturally sustaining literacy
* Interactive read alouds
* Book access
* Family and community engagement
* COE consortia organization
* Professional learning communities

Examples of how the LLAs aligned and integrated foundational documents and implemented these high leverage practices are provided below. The 2024 CLSD literacy priorities, developed by the SLT, are detailed below. As part of their development, the SLT considered the direction and purpose of California’s approach to literacy (Step 1), and then considered local needs using the Comprehensive Statewide Literacy Needs Assessment and other available local and state data (Step 2). These literacy priorities will guide the subgrantee work with their partner districts in meeting the statewide literacy goals listed in Step 1.

##### Birth to Age Five Statewide Literacy Priorities

**Birth to age five programs that support early childhood educators to build their instructional capacity to support early language and literacy skills and to promote literacy-rich environments and experiences, as well as to increase family support by developing knowledge and skills through family-centered curriculum and literacy activities with special attention to linguistic diversity**.

###### Key State Guidance and Resources

Guidance and resources provided in the CILM section and in Appendix C support quality literacy programs across grade levels. State guidance and resources will be leveraged to address statewide literacy priorities. Additional resources, including professional development and other early learning publications are available on the CDE Early Education Resources web page.[[39]](#footnote-40)

###### Resources from the 2019 Comprehensive Literacy State Development Priority 1

| **Priority** | **Resources** |
| --- | --- |
| Priority 1: Birth to age five projects that support early childhood education programs that promote literacy-rich environments and experiences and support the quality of programs and their capacity to support early language and literacy skills, as well as to increase family support by increasing knowledge, skills, and confidence through family-centered curriculum and literacy activities with special attention to linguistic diversity and equity and access for all.  **Early Learning Literacy Project:** San Bernardino County Superintendent of Schools (Lead), Fresno CSS (FCSS) (Partner), Orange County Department of Education (OCDE) (Partner). This LLA[[40]](#footnote-41) project developed many resources to support early literacy planning across counties, professional learning across a mixed-delivery early education system, including California State Preschool Programs, Head Start, and Family Child Care settings. They took an innovative approach to providing professional learning and literacy coaching, allowing teachers and paraprofessionals to learn alongside each other and participate in communities of practice to further develop their skills, and meet the linguistic and literacy needs of multilingual early learners. | [Implementation Guide (California Educators Together)](https://www.caeducatorstogether.org/resources/138621/priority-1-implementation-guide)  [Video (California Educators Together)](https://www.caeducatorstogether.org/resources/139349/comprehensive-literacy-state-development-grant-priority-1-stories-of-success)  [Early Learning Literacy Project Resources on California Educators Together (free account required)](https://www.caeducatorstogether.org/groups/iebbotn8/clsd-priority-1-the-early-learning-literacy-project) |

##### Transitional Kindergarten to Grade Five Statewide Literacy Priorities

**Build educator capacity for evidence-based structured literacy[[41]](#footnote-42) instruction, within an MTSS, including Universal Tier 1 instruction in foundational skills, language development, reading comprehension, and writing instruction for all students including, but is not limited to:**

* **EL and multilingual students with opportunities to develop biliteracy, including integrated and designated ELD.**
* **Students struggling with literacy, including, but not limited to, students with disabilities and students with dyslexia.**
* **Other identified student populations.**

###### Key State Guidance and Resources

Guidance and resources provided in the CILM section and in Appendix C support quality literacy programs across grade levels. State guidance and resources will be leveraged to address statewide literacy priorities.

###### Literacy Roadmap Connections

The California Literacy Roadmap includes Literacy Content Blocks to guide literacy instruction for students in TK–5 English-medium classrooms. The block outlines key principles and evidence-based practices in the areas of Language, Foundational Literacy Skills, Integrated Reading and Writing, and Comprehensive ELD based on the Preschool/Transitional Kindergarten Learning Foundations (PTKLF), *ELA/ELD Framework*, and standards for ELA/Literacy and ELD. Blocks will also be provided for multilingual or dual language classroom settings during the 2025–26 school year. More information about the Literacy Roadmap and the Literacy Content Blocks can be found in Appendix C.

###### Resources from the 2019 Comprehensive Literacy State Development Priorities 2, 3, and 4

| **Priority** | **Resources** |
| --- | --- |
| Priority 2: TK–5 programs that build teacher capacity for Tier 1 literacy instruction, including foundational skills, reading comprehension, and best first reading and writing instruction.  **Getting Reading Right**: Los Angeles COE (Lead), Lake COE (Partner), Siskiyou COE (Partner)  Their project included, but was not limited to:   * Literacy coaching at school site and district level * Evidence based professional learning in structured literacy through year-long cycles for administrators, teachers, and paraprofessionals | [Implementation Guide (California Educators Together)](https://www.caeducatorstogether.org/resources/138622/priority-2-implementation-guide)  [Video (California Educators Together)](https://www.caeducatorstogether.org/resources/139350/comprehensive-literacy-state-development-grant-priority-2-stories-of-success)  [Getting Reading Right on California Educators Together (free account required)](https://www.caeducatorstogether.org/groups/3nb85rpg/clsd-priority-2-getting-reading-right) |
| Priority 3: TK–5 programs that build school capacity for effective literacy and comprehensive ELD for EL students, including opportunities to develop biliteracy and primary language instruction whenever possible.  **Uplift Literacy:** San Diego COE (SDCOE) (Lead), OCDE (Partner), Imperial COE (Partner)  Their project included, but was not limited to:   * Practice Profiles for Literacy Coaches * Evidence based professional learning in instructional supports for English learner and American Indian students | [Implementation Guide (California Educators Together)](https://www.caeducatorstogether.org/resources/138623/priority-3-implementation-guide)  [Video (California Educators Together)](https://www.caeducatorstogether.org/resources/139351/comprehensive-literacy-state-development-grant-priority-3-stories-of-success)  [Uplift Literacy on California Educators Together (free account required)](https://www.caeducatorstogether.org/groups/bcjhys32/clsd-priority-3-uplift-literacy) |
| Priority 4: TK–5 programs that build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia.  **Every Child Reads:** Contra Costa COE (Lead), SDCOE (Partner)  Their project included, but was not limited to:   * Literacy coaching * Evidence based professional learning in comprehensive assessment systems and structured literacy | [Implementation Guide (California Educators Together)](https://www.caeducatorstogether.org/resources/138624/priority-4-implementation-guide)  [Video (California Educators Together)](https://www.caeducatorstogether.org/resources/139352/comprehensive-literacy-state-development-grant-priority-4-stories-of-success)  [Every Child Reads on California Educators Together (free account required)](https://www.caeducatorstogether.org/groups/kmzjjb7n/clsd-priority-4-every-child-reads) |

##### Grades Six to Twelve Statewide Literacy Priorities

**Build educator capacity in all content areas for evidence-based literacy instruction within an MTSS, including Universal Tier 1 literacy instruction for all students, including but not limited to:**

* **English learner and multilingual students with opportunities to develop biliteracy, supports for long-term EL students, integrated and designated ELD.**
* **Students struggling with literacy, including, but not limited to, students with disabilities and students with dyslexia.**
* **Other identified student populations.**

###### Key State Guidance and Resources

Guidance and resources provided in the CILM section and in Appendix C support quality literacy programs across grade levels. State guidance and resources will be leveraged to address statewide literacy priorities.

The *ELA/ELD Framework*speaks to the CA CCSS for ELA/Literacy, and the CA ELD Standards recognize the role that complex skills in literacy and language analysis and applications play across the curricula. This integrated and interdisciplinary approach holds special promise for students in the middle and secondary grades, as literacy expectations are found throughout all of California’s subject matter content standards.

###### Literacy Roadmap Connections

Literacy Content Blocks for grades 6–12 English-medium classrooms will be available to educators during the 2025–26 school year.

###### Resources from the 2019 Comprehensive Literacy State Development Priorities 5, 6, and 7

| **Priorities** | **Resources** |
| --- | --- |
| Priority 5: Grades 6–12 programs that build teacher capacity across disciplines for literacy instruction, including peer to peer coaching models.  **Far North Literacy Development Consortium:** Butte COE (Lead), Shasta COE (Partner), Plumas COE (Partner), Modoc COE (Partner)  Their project included, but was not limited to:   * UDL and trauma-informed instruction to improve literacy outcomes * Instructional rounds | [Implementation Guide (California Educators Together)](https://www.caeducatorstogether.org/resources/138615/priority-5-implementation-guide)  [Video (California Educators Together)](https://www.caeducatorstogether.org/resources/139353/comprehensive-literacy-state-development-grant-priority-5-stories-of-success)  [Far North Literacy Development Consortium on California Educators Together (free account required)](https://www.caeducatorstogether.org/groups/iveyntiu/clsd-priority-5-far-north-literacy-development) |
| Priority 6: Grades 6−12 programs that build school capacity for effective literacy and comprehensive ELD for EL students, including opportunities to develop biliteracy and primary language instruction whenever possible.  **Readership:** Tulare COE (Lead), Kings COE (Partner), FCSS (Partner), Madera CSS (Partner), Merced COE (Partner), and Mariposa COE (Partner)  Their project included, but was not limited to:   * Building motivated readers in grades 6–12 * Culturally sustaining classroom and school libraries | [Implementation Guide (California Educators Together)](https://www.caeducatorstogether.org/resources/138625/priority-6-implementation-guide)  [Video (California Educators Together)](https://www.caeducatorstogether.org/resources/139347/comprehensive-literacy-state-development-grant-priority-6-stories-of-success)  [Readership on California Educators Together (free account required)](https://www.caeducatorstogether.org/groups/rqlgpc4d/clsd-priority-6-readership-project) |
| Priority 7: Grades 6−12 programs that promote and build school capacity for effective literacy instruction for students with disabilities.  **Lead to Literacy:** Napa COE (Lead), Riverside COE (Partner), Siskiyou COE (Partner)  Their project included but was not limited to:   * Creating a system for evidence based structured literacy instruction in secondary settings * Foundational skills instruction in grades 6–12 | [Implementation Guide (California Educators Together)](https://www.caeducatorstogether.org/resources/138626/priority-7-implementation-guide)  [Video (California Educators Together)](https://www.caeducatorstogether.org/resources/139354/comprehensive-literacy-state-development-grant-priority-7-stories-of-success)  [Lead to Literacy on California Educators Together (free account required)](https://www.caeducatorstogether.org/groups/e2uhgxlz/clsd-priority-7-the-lead-to-literacy-project) |

#### Local-Level Process

**Local Literacy Planning Toolkit Step 3: Plan for Improvement:** <https://www.caeducatorstogether.org/resources/7336/step-3-overview-pdf>

At the local level, LEAs can plan for improvement by selecting evidence-based strategies that align with local needs and context, setting milestones, outlining actions, determining outputs, and developing a timeline. LEAs should consult with the state guidance aligned with the Continuous Improvement Model, as detailed in Appendix C. The resources developed and best practices identified by the 2019 CLSD LLAs and the upcoming resources and best practices from the 2024 CLSD LLAs can help LEAs in selecting the evidence-based practices and strategies that will be most effective in moving the needle on literacy achievement at their schools. Additionally, LEAs can also look at the What Works Clearinghouse[[42]](#footnote-43) and the Practice Guides[[43]](#footnote-44) to find resources with strong evidence that will meet the needs of their students.

It’s also important for LEAs to consider fiscal and staff capacity when identifying professional learning opportunities that are grounded in evidence-based practices for their schools. LEAs should work closely with school sites to collaboratively identify staff needs and the professional learning support necessary to acquire the knowledge and skills for successful implementation of the identified high-impact practices.

It is also important to consider the first two steps in this process when selecting evidence-based strategies. Does the strategy support the LEA’s mission and vision? Does the data collected support the selection of this particular strategy? Finally, LEAs should think ahead: how will implementation be monitored? How will success be measured? How will implementation be sustained? Remember that the continuous improvement process is fluid—LEAs should move from step to step as necessary while also considering the process as a whole.

### Step 4: Implement and Monitor Work

#### State-Level Process

In its 2024 grant proposal,[[44]](#footnote-45) the CDE committed to examining the progress of LLA projects in meeting the identified priorities, their statewide professional learning opportunities, and the curating of resources for the Literacy Resources Repository. These activities, and the resulting student impact, will be monitored at the county, district, and school site levels.The CDE will also meet regularly internally and with its partners to discuss progress, celebrate successes, and identify challenges and possible solutions. Updates will be provided to the public through the CDE CLSD web page and listserv.[[45]](#footnote-46)

#### Local-Level Process

**Local Literacy Planning Toolkit: Step 4: Implement and Monitor Work:** <https://www.caeducatorstogether.org/collections/1csnkpkz/continuous-improvement-step-4>

At the local level, LEAs are encouraged to examine the progress of identified literacy improvement actions, outputs, and strategy-aligned milestones. LEAs are highly encouraged to establish local literacy teams that are responsible for implementation and monitoring and meet regularly to discuss progress and collaborate with leadership for support. Suggested members of a literacy team are outlined in Step 1. Use of the Plan, Do, Study, Act (PDSA) Cycle[[46]](#footnote-47) will support LEAs in implementing and monitoring their literacy work. The PDSA Cycle is an iterative model for continuous improvement that helps LEAs identify barriers and necessary changes in implementation and can be helpful alongside the five steps of the continuous improvement process as LEAs work on implementation.

### Step 5: Reflect and Adjust Course

#### State-Level Process

The CDE will revisit the SLP over the course of the grant to reflect on the implementation and progress of literacy supports, make adjustments as needed, and consider the sustainability and expansion of successful models. The CDE will work closely with WestEd, the independent evaluator for the 2019 CLSD grant, to continually reflect and adjust course over the implementation period. WestEd will continue to collect and analyze data on CDE-provided supports and LLA implementation outcomes, provide suggestions for adjustments, and identify key elements of the project that need to continue in the 2024 CLSD grant.

#### Local-Level Process

**Step 5: Reflect and Adjust Course:** <https://implementation.fpg.unc.edu/>

At the local level, LEAs are encouraged to revisit literacy improvement plans regularly to analyze results, determine whether activities are positively impacting progress, and determine adjustments in collaboration with interest holders. Because the continuous improvement cycle is ongoing, activities may need to be adjusted or added as milestones are reached or not reached as determined by data. LEAs may return to Step 1 of the process to continue progress on literacy achievement and possibly scale up and sustain successful activities. The Active Implementation Hub, linked above, contains resources and tools to support moving through the steps as LEAs reflect and adjust course. Use of the PDSA Cycle[[47]](#footnote-48) will support LEAs in reflecting on and adjusting course in their literacy work. The services of an external evaluator can be invaluable to the continuous improvement process.

## Comprehensive and Integrated Literacy Model

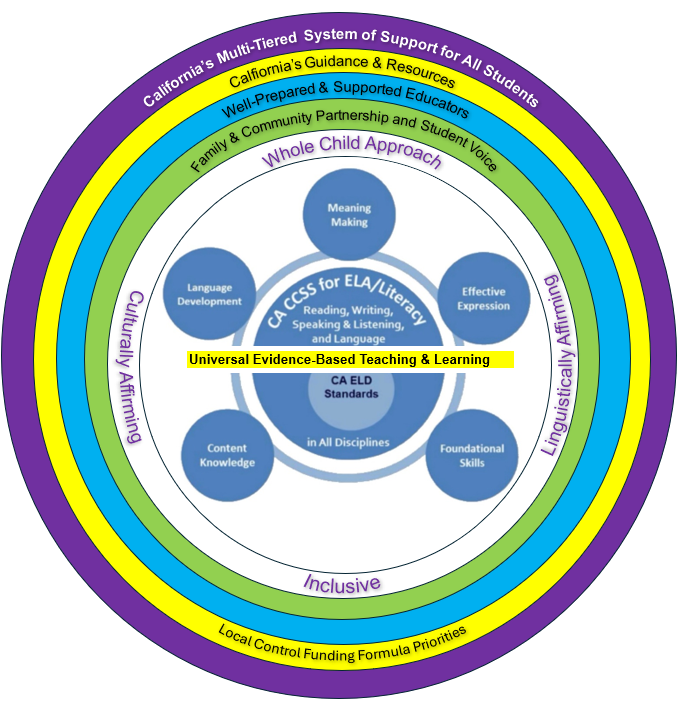
As LEAs develop and implement their local literacy plans, it is important to keep in mind that comprehensive literacy instruction is most effectively supported in an educational system that is culturally and linguistically affirming, inclusive, and attentive to the whole child; in which educators are well-prepared and supported; and which cultivates family and community partnerships, as well as student voice. This educational system is set forth in the state LCFF priorities,[[48]](#footnote-49) ensuring systems alignment for implementing and sustaining comprehensive and integrated literacy programs.

Figure 4 illustrates an updated CILM in which **high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California MTSS Framework**.**[[49]](#footnote-50)** The CILM described in this section sets the direction for literacy programs statewide by aligning and integrating state literacy initiatives. It also provides guidance and resources for application of the SLP Continuous Improvement Process.

At the local level, the CILM can support LEAs in ensuring literacy programs are leveraging state guidance and resources to meet the specific needs of students. It is a helpful reference guide and source of content for local literacy plans.

Figure 4 illustrates a CILM that exists within CA MTSS and layers with the center “Circles of Implementation of ELA/Literacy and ELD Instruction”[[50]](#footnote-51) model outlined in the *ELA/ELD Framework***.** The Circles of Implementation represent the goals, context, and themes of ELA/literacy and ELD instruction. The center circles featured in the model depict the standards and themes. Additional information about the Circles of Implementation can be found in Chapter 2 of the *ELA/ELD Framework* and in Appendix C.

**Figure 4: CILM**



[Figure 4: Link to full text description](#Figure4Desc)

This model demonstrates how the adults in the system use state guidance to support student achievement. Universal Evidence-Based Teaching and Learning is at the heart of the CILM. Best first instruction for all students is guided by California standards, frameworks, and other foundational documents. In California, the *ELA/ELD Framework* is the foundational document for comprehensive literacy instruction. Because of the diverse educational needs in our state, California has invested in a range of supplemental documents that complement the *ELA/ELD Framework.*

The outermost purple ring of the CILM is discussed first because comprehensive literacy instruction is situated within California’s greater MTSS. The center of the model prominently features the *ELA/ELD Framework’s* Circles of Implementation of ELA/ELD Instruction to represent the academic expectations for all students, the target of evidence-based teaching and learning. Expanding out, the white ring represents a Whole-Child Approach that is Inclusive and Culturally and Linguistically Affirming. The green and blue rings represent the people who support comprehensive literacy instruction, with the green ring representing Family and Community Partnership, as well as Student Voice, and the blue ring representing Well-Prepared and Supported Educators. The green and blue rings are intertwined to emphasize the importance of the collaborative relationship between educators, families, and communities in supporting students in language and literacy development. The yellow ring represents that California guidance and resources are used by the adults in the system to support LCFF priorities and foster an equitable and inclusive environment that cultivates student achievement. The guidance documents for each section are organized into tables with yellow headings by component of the model, located in Appendix C.

### Multi-Tiered System of Support

The outside purple ring of the CILM represents MTSS, the system in which comprehensive literacy instruction is situated in California. The CA MTSS is a comprehensive framework that provides opportunities for the alignment of systems necessary for all students’ academic, behavioral, and social success. The CA MTSS focuses on CCSS, core instruction and student-centered learning that addresses individualized student needs. Within an MTSS, assessment processes and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision making. The CA MTSS Framework[[51]](#footnote-52) includes the following domains: whole child, administrative leadership, integrated supports, and family and community engagement, inclusive policy structure and practice. These domains are reflected throughout the components of the model.

Detailed information and resources to support this section of the model can be found in Appendix C:

* CDE MTSS web page
* California MTSS Framework
* Assessment System
* Universal Screening
* Desired Results Developmental Profile
* California Assessment of Student Performance and Progress
* Smarter Balanced Tools for Teachers
* English Language Proficiency Assessments for California
* California Spanish Assessment

### Universal Evidence-Based Teaching and Learning

The CILM highlights that it is essential that every student in California has access to evidence-based teaching and learning. California’s content standards and curriculum frameworks, particularly the *ELA/ELD Framework*, provide the solid foundation that the system needs in order to support student achievement through comprehensive literacy instruction, as defined by the ESSA.[[52]](#footnote-53)

Detailed information and resources to support this section of the model can be found in Appendix C:

* California’s CCSS
* California English Language Development Standards
* Model School Library Standards
* California Curriculum Frameworks
* Literacy Roadmap
* *EL Roadmap* Policy
* PTKLF

### Whole-Child Approach: Inclusive and Culturally and Linguistically Affirming

Research[[53]](#footnote-54) confirms that academic achievement greatly improves when schools create and support a context that centers the whole child. To effectively address the needs of the whole child and increase literacy achievement, schools must create the culturally affirming and inclusive context necessary to support a student’s social and emotional development, sense of safety and belonging, and physical health. This approach nurtures a context for learning that is motivating, engaging, respectful, intellectually challenging, and integrated, as described in the *ELA/ELD Framework,*[[54]](#footnote-55) contributing to high levels of student engagement and success.

#### Literacy Lead Agency Highlights

Highlights from 2019 CLSD LLA projects that align to this part of the model are featured below.

**Uplift Literacy**

Teachers and other instructional staff in this project were provided with full-day trainings on Native Ways of Knowing, a series of courses that highlight the diverse histories, cultures, and contribution of California Native peoples, a key demographic focus of the Uplift Literacy project. More information about the courses can be found here: <https://sites.google.com/view/native-way-of-knowing/home>.

**Readership**

This LLA project supported book access for school and classroom libraries, ensuring that the books purchased reflected their communities and beyond. Thousands of books were distributed across the state to schools, families, and communities, increasing student engagement through culturally sustaining literacy, through access to diverse books and engaging classroom practices to increase a sense of community and culture

Additionally, Readership identified a need to highlight the importance of middle and high school students and their families to learn about the opportunity to earn the State Seal of Biliteracy (SSB). They created informational videos for teachers and school staff to use in their classrooms and at parent meetings, leading to increased awareness about the opportunity as well as the benefits for students. This commitment to raising awareness led to dramatic increases in the numbers of high school seniors earning the seal on their diplomas. More information about this aspect of the Readership project can be found here: <https://www.clsdreadership.com/seal-of-biliteracy>.

**Far North Literacy Development Consortium**

This LLA project focused on UDL to build teacher capacity for literacy instruction across disciplines by “establishing a shared set of expectations, experiences, and a common language for molding and shaping an instructional approach.” They provided UDL-focused professional learning, developed committees that focused on family engagement and interactive literacy nights for families, as well as maintaining a digital hub to house resources to share beyond the life of the grant.

They partnered with the Center for Applied Special Technology (CAST). CAST developed the UDL Guidelines, which were a key component of the professional learning provided throughout life of the project.

Detailed information and resources to support this section of the model can be found in Appendix C:

* Asset-Based and Culturally Sustaining Pedagogy
* UDL
* *California Dyslexia Guidelines*
* Young Children with Special Needs
* Improving Education for Multilingual and EL Students
* California Practitioner’s Guide for Educating EL Students with Disabilities
* Academic Content and ELD for Adolescent English Learners
* Young Dual Language Learners
* SSB and Biliteracy Pathways Recognition
* Global Education
* Nonstandard Varieties of English
* Social and Emotional Learning
* Health and Safety
* Access and Equity in Early Education

### Family and Community Partnership and Student Voice

Research has shown that strong family-school partnerships lead to improved student outcomes, such as improved identification of needs, improved social emotional development, improved attendance, improved academics, lower suspension rates, increased graduation rates, and improved preparation for college/career.[[55]](#footnote-56) To do this, schools should collaborate with families, caretakers, and community agencies to deliver integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate—all of which are necessary for students to thrive in the 21stcentury. The two circles of well-prepared and supported teachers and leaders and family and community engagement represent the adults in the system that provide the context necessary to achieve California’s literacy goals. The work of the people in the system is intertwined as they collaborate with each other to support all students.

In addition to family engagement, the California *ELA/ELD Framework*[[56]](#footnote-57) emphasizes the importance of student voice in literacy learning. When students actively participate in their learning and gain greater control over their literacy processes, they develop stronger perceptions of themselves as capable readers and writers. Chapter 2 of the *ELA/ELD* Framework names the following as factors in student motivation and engagement: interest; choice; success; collaboration and real-world interactions; dedication; and goal setting, self-regulation, and guided self-assessment. Student ownership in their learning promotes autonomy and independent thinking, empowering students to become lifelong learners.

#### Literacy Lead Agency Highlights

Highlights from 2019 CLSD LLA projects that align to this part of the model are featured below.

**Readership**

This LLA project, and many others, emphasized the importance of family and community engagement by hosting and participating in community events, distributing books, providing professional learning and resources for families, and more. All of this worked to create a culture of literacy in the schools, homes, and communities. An innovative practice was to join in on already existing events, rather than focusing on planning separate literacy-related events. This allowed for more access to community members who may not be fully engaged with local school systems in their area. In addition to books, resources on how to read with your child at home were provided in easy formats such as bookmarks with a few key questions to foster a sense of accessibility.

**Every Child Reads**

Through this LLA Project, the county and school district partnered with the local rotary club to increase book access in surrounding neighborhoods with free little libraries. Seven little libraries were installed in the first year with plans for adding two more each subsequent year. Because this work was done in partnership with a local community organization, there are plans to sustain this work beyond the life of the grant.

**Lead to Literacy**

This LLA project adapted California’s Family Engagement Framework[[57]](#footnote-58) to provide LEAs with a rubric to assess their own capacity and implementation of family engagement. The rubric covered:

* Building capacity
* Demonstrating leadership
* Resources
* Monitoring progress
* Access and equity

LEAs could determine if they fell into the following categories: 1) basic implementation, 2) progressive implementation, or 3) innovative implementation. This gave LEAs the ability to see where they were and set goals for where they would like to be.

Detailed information and resources to support this section of the model can be found in Appendix C:

* Family Engagement Resources
* Increasing Parenting Supports in Early Education
* Community Schools

### Well-Prepared and Supported Educators

The CILM relies on well-prepared and supported educators to deliver best instruction across all multi-tiered levels of support. The term *educators* is intended to encompass all educators in the system, including but not limited to teachers, leaders, coaches, specialists, librarians, and paraprofessionals. As the model illustrates, the center components of the system cannot be successful without educators who have the expertise and support they need to ensure the efficacy of the other components.

#### Literacy Lead Agency Highlights

Highlights from 2019 CLSD LLA projects that align to this part of the model are featured below.

**Early Learning Literacy Project**

This LLA project took an innovative approach to providing professional learning and literacy coaching in a mixed-delivery preschool system including the California State Preschool Program (CSPP), Head Start, and Family Child Care settings, allowing teachers and paraprofessionals to learn alongside each other and participate in communities of practice to further develop their skills.

Additionally, this LLA project brought systems together by providing channels of communication about the importance of early literacy between LEA-based and community-based early education settings, as well as other service providers such as local First 5, medical services, and law enforcement agencies across counties.

**Getting Reading Right**

This LLA project provided three year-long cycles of professional learning in structured literacy for teachers, paraprofessional, and administrators as well as site and district literacy coaches. Year 1 focused on the Word Recognition side of Scarborough’s Reading Rope. Year 2 focused on the Language Comprehension side of the rope. Year 3 provided a series of Expert Webinar presentations bringing Years 1 and 2 together with classroom practices.

Getting Reading Right, from the beginning, has planned with sustainability at the core of their project. They have worked hard to scale the work so that it can be continued beyond the life of the grant. They have plans to expand beyond the 2019 CLSD partner districts, including adjusting the material for secondary educators. To accomplish this, they promote their materials and resources through many communication channels as well as hosting Literacy Symposiums.

**Uplift Literacy**

This LLA project included a partnership with the California Reading and Literature Project (CRLP) at UC San Diego. The CRLP facilitated teacher academies on the *EL Roadmap* Principles One and Two, and Learning How English Works. These trainings helped educators identify the language demands of classroom tasks and student language production, explore linguistically responsive routines aligned with ELD standards, and engage students in both content and language learning. Teachers also collaboratively analyzed student work and considered instructional responses based on their use of language. Partnerships with IHEs, such as this one, enhance the work of COEs in partnership with LEAs, and will continue to be a focus in the CLSD 2024 grant work.

**Every Child Reads**

This LLA project provided multiple professional learning opportunities throughout the grant for educators across the system, including site and district leaders, teachers, paraprofessionals, and library media technicians. Professional development for teachers and leaders included district wide professional development days and afterschool learning sessions with follow-up coaching, Teachers and administrators also participated in a dyslexia community of practice tailored to the needs of the students in their school communities. With the rollout of a new intervention curriculum, extensive professional development was provided for paraprofessionals who support reading intervention. This included knowledge building and lesson modeling, increasing the team’s ability to provide interventions using the new materials with confidence grew throughout the year. Professional learning was provided for our library media technicians on resources and strategies to support student engagement in the school libraries.

**Far North Literacy Development Consortium**

This LLA project, and several others, used Instructional Rounds to allow teachers and other instructional staff to observe classroom instruction through the lens of an improvement strategy that the LEA was focused on during professional learning. They proved highly effective at elevating evidence based instructional strategies and monitoring implementation of change ideas.

**Lead to Literacy**

This LLA project developed multiple tools, adapted from the CDE’s Toolkit, to help LEAs develop and implement local literacy plans. LEAs had resources on how to conduct a root-cause analysis and needs assessment, and slide decks for leading educators through the development of a local literacy plan, including sample plans. This project understood that in order to set goals and select professional learning opportunities to help educators gain additional skills and knowledge to meet those goals, it was important to have in place a collaboratively developed and informed literacy plan. The result was that this project’s partner districts had solid literacy plans to help them achieve their goals and sustain their work beyond the life of the grant.

Detailed information and resources to support this section of the model can be found in Appendix C:

* Professional Learning
* State Literacy Grants
* Professional Standards
* Promoting Equitable Access to Teachers
* State Partners for Professional Learning

## Conclusion

California’s diverse and dynamic educational system has the resources and structures in place to ensure that each student is prepared for college and career and is supported to become an engaged and informed citizen. The SLP provides information on how everyone in the system, including students, parents and guardians, educators, administrators, and other leaders, can engage in supporting the literacy development of all students. To support this effort, examples of how this work has been effectively carried out across the state are provided for local reference.

We encourage all LEAs in California to visit California’s Literacy Resource Repository and the Local Literacy Planning Toolkit to develop and implement their own local literacy plans to take up the charge to ensure that every California student is ready for college, career, and beyond. The CDE looks forward to updating this document as more resources are developed in the 2025 CLSD subgrantee competition. For more information and supporting data, please see the appendices below.

## Appendix A: Glossary

| **Term/Abbreviation** | **Definition** |
| --- | --- |
| Assessment system | According to the Every Student Succeeds Act (ESSA), comprehensive literacy instruction uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction.  <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>  The *English Language Arts/English Language Development* (*ELA/ELD) Framework* notes that, as part of a balanced and comprehensive assessment system, assessment *for* learning and assessment *of* learning are both important. While assessments of learning usually involve a tool or event *after* a period of learning, assessment for learning is a process. Evidence-gathering strategies that are truly formative yield information that is timely and specific enough to assist learning as it occurs and addresses students’ immediate learning needs. Intertwined and inseparable from teachers’ pedagogical practice, formative assessment is a high priority in literacy programs.  [<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf>](https://www.cde.ca.gov/CI/rl/cf/documents/elaeldfwchapter8.pdf) |
| Asset-based pedagogies | Asset-based pedagogies are practices that focus on the strengths that diverse students bring to the classroom.  <https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp> |
| Community school | A community school is a public school that serves prekindergarten through grade twelve and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Community school partnership strategies include integrated supports services, extended learning time, and collaborative leadership and practices for educators and administrators.  <https://www.cde.ca.gov/eo/in/ts-communityschools.asp> |
| Comprehensive and Integrated Literacy Model (CILM) | The CILM presented in the State Literacy Plan (SLP) sets the direction for literacy programs statewide by aligning and integrating state literacy initiatives. It also sets the direction for activities outlined in the SLP Continuous Improvement Process section. The CILM ensures high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California MTSS. |
| Comprehensive literacy instruction | According to the ESSA, the term ‘‘comprehensive literacy instruction’’ means instruction that (A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas; (B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension; (C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff; (D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children; (E) uses differentiated instructional approaches, including individual and small group instruction and discussion; (F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary; (G) includes frequent practice of reading and writing strategies; (H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction; (I) uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning; (J) incorporates the principles of universal design for learning; (K) depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and (L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.  <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=172> |
| Comprehensive Literacy State Development (CLSD) Grant | A competitive grant for state educational agencies that advances literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing. The grant serves children from birth through grade twelve, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. The grant also sets two priorities for state grantees: (1) projects that include evidence-based family literacy strategies and (2) projects that increase educational options for groups of students who have traditionally been underserved.  <https://www.cde.ca.gov/ci/pl/clsd.asp> |
| Continuous improvement | A process of:   * Identifying what is working and what needs to change. * Developing a sound plan (e.g., Local Control and Accountability Plan, school plan) and including more effective, or evidence-based, practices in the plan. * Implementing the plan. * Using data to monitor outcomes and make timely adjustments to improve those outcomes.   <https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp> |
| Coordinated school health | A coordinated approach to school health improves students’ health and their capacity to learn through the support of families, schools, and communities working together.  <https://www.cde.ca.gov/ls/he/cs/> |
| Culturally affirming practices | Culturally affirming practices involve recognition of the cultural capital and tools that students of color bring to the classroom and utilization of students’ cultural learning tools throughout instruction.  <https://www.cde.ca.gov/ci/pl/responsiveteaching.asp> |
| Culturally sustaining pedagogy | Culturally sustaining pedagogy builds upon the asset-based pedagogies that came before it but presents the need to not only affirm and connect to students’ cultural backgrounds, but also to sustain them through schooling.  <https://www.cde.ca.gov/ci/pl/culturallysustainingped.asp> |
| Designated English language development Instruction | Designated English language development instruction is a protected time during the regular school day where teachers use English language development standards as the focal standard in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwappresglossary.pdf> |
| Disciplinary literacy | Disciplinary literacy is the use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline. (McConachie and Petrosky 2010)  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwappresglossary.pdf> |
| Dyslexia | Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (*California Dyslexia Guidelines*, 3)  <https://www.cde.ca.gov/ci/cr/dy/> |
| English learner (EL) | EL means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency child. (*EC* 306)  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwappresglossary.pdf> |
| Evidence-based practices | Evidence-based practices are instructional practices and strategies that have been proven effective through rigorous research and data.  <https://www.cde.ca.gov/re/es/evidence.asp>  Per the ESSA, evidence-based means that practices or programs that demonstrate a statistically significant effect on improving student outcomes or other relevant outcome. Under the ESSA, there are four tiers of evidence:   * Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. * Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. * Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). * Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a state educational agency, LEA, or outside research organization to determine their effectiveness.   <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>  The CDE encourages both CLSD grantees and other sites and districts using this SLP to refer to the Institute of Education Sciences What Works Clearinghouse[[58]](#footnote-59) for information on specific evidence-based practices. Related Practice Guides from the What Works Clearinghouse are found throughout the SLP. |
| Explicit instruction | Explicit instruction is the intentional design and delivery of information by the teacher to the students. It begins with (1) the teacher’s modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher’s direction and guidance; and (3) an opportunity for feedback.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwappresglossary.pdf> |
| Family and community engagement/partnership | Research has shown that strong family-school partnerships lead to improved student outcomes, such as improved identification of needs, improved social emotional development, improved attendance, improved academics, lower suspension rates, increased graduation rates, and improved preparation for college/career.  <https://www.cde.ca.gov/ls/pf/pf/> |
| High dosage tutoring | High dosage tutoring is voluntary intensive tutoring aligned with an evidence-based core curriculum and led by highly trained tutors or certified teachers that occurs one-to-one or in very small groups at least 3 days per week on a sustained basis to help students accelerate their learning in the core curriculum based on the state's challenging academic standards. <https://www.cde.ca.gov/fg/cr/anreporthelp.asp> |
| Integrated curricula | Integrating curricula allows students to make connections across many disciplines and areas of interest and can be powerfully motivating. Using reading, writing, speaking, listening, and language (including language awareness) to interact with content knowledge and one another, students are able to consolidate and expand their learning in ways that mutually reinforce the language arts and various disciplines.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf> |
| Integrated English language development instruction | Integrated English language development is English language development instruction provided throughout the day and across disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwappresglossary.pdf> |
| Intensified/Tier 3 Instruction | Tier 3 consists of intensive intervention. In both elementary and secondary settings, the instructional goal in Tier 3 is to provide research-based intervention more often and for longer periods of time with reduced student/teacher ratios. The intention is to accelerate students’ progress so they can return to and succeed in the core instructional program, that is, Tier 1.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf> |
| Linguistically affirming practices | Linguistically affirming practices involves viewing students with home languages (other than Standard English) as assets that they bring to the classroom rather than deficits.  <https://www.cde.ca.gov/ci/pl/responsiveteaching.asp> |
| Literacy Lead Agencies (LLAs) | As part of the 2019 CLSD grant, the CDE identified seven statewide literacy priorities. The LLAs, chosen as subgrantees through a competitive process, each focused on a strategy and worked over the grant implementation period to implement these priorities and the evidence-based strategies that support them.  <https://www.cde.ca.gov/ci/pl/clsdlla.asp> |
| Literacy Resources Repository | The Literacy Resources Repository is a curated set of resources intended to support the objectives of the CLSD grant, housed online on California Educator’s Together:  <https://www.caeducatorstogether.org/groups/hmdnyg/comprehensive-literacy-state-development-grant-resource-repository> |
| Local Control and Accountability Plan (LCAP) | The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.  <https://www.cde.ca.gov/re/lc/> |
| Local Control Funding Formula (LCFF) | The LCFF is hallmark legislation that defines how all local educational agencies in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed in fulfilling their greatest potential.  <https://www.cde.ca.gov/fg/aa/lc/index.asp> |
| Local Literacy Planning Toolkit (Toolkit) | A set of resources designed to align the work of LEAs at the county, district, and/or school levels with the continuous improvement process. The toolkit may be found on California Educators Together in the Literacy Resources Repository.  <https://www.caeducatorstogether.org/LocalLiteracyPlanningToolkit> |
| Multi-Tiered System of Support (MTSS) | MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.  <https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp> |
| Positive Behavioral Interventions and Supports (PBIS) | PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.  <https://www.cde.ca.gov/ci/cr/ri/> |
| Professional Learning | Professional learning—as opposed to traditional professional development—focuses on a wider range of formal and informal learning opportunities, emphasizes self reflection and peer support, and requires on-the-job practice and experimentation.  <https://www.cde.ca.gov/qs/pl/> |
| Social and Emotional Learning (SEL) | SEL reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.  <https://www.cde.ca.gov/ci/se/index.asp> |
| State Literacy Plan (SLP) | The SLP aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers of students, birth through grade twelve, and is the foundational element to achieving the objectives of the CLSD grant.  <https://www.cde.ca.gov/ci/pl/clsd.asp> |
| State Literacy Team (SLT) | The SLT is comprised of a diverse group of stakeholders with experience in literacy education that provides input and recommendations on the Comprehensive State Literacy Plan.  <https://www.cde.ca.gov/ci/pl/clsdteam.asp> |
| Structured literacy | California’s *Dyslexia Guidelines[[59]](#footnote-60)* outline a definition of structured literacy in which the following principles guide the concept of structured literacy:   * Systematic * Cumulative * Explicit * Multisensory * Diagnostic   [<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>](https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf) |
| Supplemental/tier 2 instruction | Tier 2 is strategic, targeted instruction and support provided to some students—those who are not progressing or responding to Tier 1 efforts as expected.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf> |
| Universal Design for Learning (UDL) | UDL is a research-based framework for guiding educational practice based on the premise that one-size-fits-all curricula create unintentional barriers to learning for many students, including the mythical average student. UDL focuses on planning instruction to meet the varied needs of students.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf> |
| Universal screening | Universal screening consists of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins 2003).  The *ELA/ELD Framework* describes universal screening as a critical first step in identifying students who may be at risk of experiencing difficulty with reading. Screening students for risk of reading difficulties in the early grades is an important component of a comprehensive instructional strategy to ensure that students who are identified as being at risk receive effective first instruction and early intervention. <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf> |
| Universal/tier 1 instruction | Tier 1 core or universal instruction, also known as first teaching, is differentiated instruction delivered to all students in general education.  <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf> |
| Whole child approach | Within education systems, a whole child approach attends to students’ physical, social, emotional, and cognitive development.  <https://wested2024.s3.us-west-1.amazonaws.com/wp-content/uploads/2024/07/11172446/Integrated-Care-Field-Guide_ADA.pdf>  To effectively address the needs of the whole child, schools should collaborate with families, caretakers, and community agencies to deliver integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate which are necessary for students to thrive in the 21st century.  <https://www.cde.ca.gov/eo/in/wholechildres.asp> |

## Appendix B: Using the Continuous Improvement Process

### Step 1: Set Direction and Purpose

#### Birth to Age Five Literacy Goals

Many early childhood experts consider language development to be one of the greatest accomplishments in the first three years of life. The rate of children’s early language growth and later language outcomes is directly related to the verbal input that children receive when communicating with adults, and other children, through the development of oral language and vocabulary in conversation. Children develop concepts about print through seeing print in the environment and observing people using print for various purposes. Preschoolers’ development of narrative thinking goes through a series of stages that ultimately lead to their making sense of stories and the world around them. Interest in books and a positive regard for reading are important developmental accomplishments for preschool-age children. Children from a very young age notice writing in their surroundings. They begin to understand that signs in the environment represent words for ideas or concepts. By age three, they begin to differentiate between writing and other kinds of visual representation, such as drawing.

The family is at the center of a young child’s learning and development. Considering the family’s central role in a child’s early experience and development, programs need to partner with family members in all aspects of curriculum planning. Strong partnerships with families grow from respecting and valuing diverse views, expectations, goals, and understandings families have for their children. Programs demonstrate respect for families by exchanging information about their children’s learning and development and sharing ideas about how to support learning at home and in the early childhood education program.

Please refer to the related Curriculum Frameworks and Learning and Development Program Guidelines linked below for specific guidance related to this age span.

| **Age Span** | **Foundations** | **Curriculum Framework** | **Program Guidelines** |
| --- | --- | --- | --- |
| Infant/Toddler | Language Development Domain  <https://www.cde.ca.gov/sp/cd/re/itf09langdev.asp> | <https://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf> | <https://www.cde.ca.gov/sp/cd/re/documents/itguidelines2019.pdf> |
| Preschool | Volume 1 (Foundations in Language and Literacy, 47)  <https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf> | Volume 1 (Chapter 4: Language and Literacy, 97)  <https://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf> | <https://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf>  <https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf> |

The following Institute of Education Sciences (IES) What Works Clearinghouse Practice Guide provides recommendations with a strong level of evidence for educators to improve student outcomes in birth to age five literacy.

| **IES What Works Clearinghouse**  **Practice Guide** | **Web Link** |
| --- | --- |
| Preparing Young Children for School (August 2022) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/30> |

#### Transitional Kindergarten to Grade Five Literacy Goals

The first years of schooling are a profoundly important time on the pathway to literacy, and the quality of the curricula and instruction offered to children in TK–5 has long-lasting implications. In transitional kindergarten through grade one, students acquire the foundational skills, knowledge, and dispositions that establish the basis for a lifetime of learning through listening, speaking, reading, and writing. In grades two and three, students become increasingly fluent with written language and they engage with progressively more complex high-quality literary and informational text, expand their knowledge in the content areas, and continue to develop as effective communicators. By grade five, students learn to consolidate their skills and apply them across content areas, in different settings, and for different purposes.

Please refer to the related *ELA/ELD Framework* chapters linked below for specific guidance related to this grade span.

| ***ELA/ELD Framework* Chapter** | **Web Link** |
| --- | --- |
| Chapter 3: Content and Pedagogy: Transitional Kindergarten Through Grade One | <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf> |
| Chapter 4: Content and Pedagogy: Grades Two and Three | <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter4.pdf> |
| Chapter 5: Content and Pedagogy: Grades Four and Five | <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter5.pdf> |

The following IES What Works Clearinghouse Practice Guides provide recommendations with a strong level of evidence for educators to improve student outcomes in TK–5 literacy.

| **IES What Works Clearinghouse**  **Practice Guide** | **Web Link** |
| --- | --- |
| Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (July 2016, Revised December 2019) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/21> |
| Providing Reading Interventions to Students in Grades Four to Nine (March 2022) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/29> |
| Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (April 2014) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/19> |
| Teaching Elementary School Students to Be Effective Writers (June 2012, Revised October 2018) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/17> |

#### Grades Six Through Twelve Literacy Goals

The grades six through eight chapter of the *ELA/ELD Framework* highlights the young adolescents’ quest for autonomy, relevance, meaning, and competence that begins in earnest during these years. This multifaceted quest relies on motivation and engagement, two critical factors in students’ school success. Successful educators recognize that students crave social affiliation while still wanting adult guidance and approval. They capture students’ interests and help students pay attention by remaining responsive. Moreover, “successful educators use their enthusiasm to challenge young adolescents’ increasing capacity to learn new information, perceive new connections and perspectives, and experience the pleasure of creating new knowledge.”

The grades nine through twelve chapter notes how as students mature, their progress through the high school years sees many cognitive, physical, emotional, and social changes as these emerging adults contemplate their future and their place in the world around them as well as their own literate identities. High school students are also motivated by peer groups and signals of their increasing degrees of independence. Graduating seniors who attain the goals of the *ELA/ELD Framework* are well positioned to meet the rigors of postsecondary education and future jobs and to pursue a path of lifelong fulfillment and informed citizenship.

In grades six through twelve, the role that complex skills in literacy and language analysis and applications play across the curricula is recognized in the CA CCSS for ELA/Literacy. Students move beyond details and examples and now cite textual evidence and provide analysis. They also begin to learn the art of argument, both in developing their own and evaluating the arguments of others. The inclusion of the reading and writing standards for history and social studies, science, and technical subjects in grades six through twelve underscores this relationship.

Students enter high school with a range of abilities, skills, knowledge, attitudes, and educational experiences. Some are well positioned to find high school a successful and satisfying time in their school careers, and others enter quite unprepared for the academic demands they face during these four years. The *ELA/ELD Framework* provides guidance for supporting grades six through twelve students who are experiencing difficulty in literacy. In this grade band, time is of the essence: assistance should be provided swiftly, be fast paced to accelerate learning, and address what is needed.

Please refer to the related *ELA/ELD Framework* chapters linked below for specific guidance related to this age span.

| ***ELA/ELD Framework* Chapter** | **Web Link** |
| --- | --- |
| Chapter 6: Content and Pedagogy: Grades Six Through Eight | <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter6.pdf> |
| Chapter 7: Content and Pedagogy: Grades Nine Through Twelve | <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter7.pdf> |

The following IES What Works Clearinghouse Practice Guides provide recommendations with a strong level of evidence for educators to improve student outcomes in grades six through twelve literacy.

| **IES What Works Clearinghouse Practice Guide** | **Web Link** |
| --- | --- |
| Providing Reading Interventions to Students in Grades Four to Nine (March 2022) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/29> |
| Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (April 2014) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/19> |
| Teaching Secondary Students to Write Effectively (November 2016, Revised December 2019) | <https://ies.ed.gov/ncee/WWC/PracticeGuide/22> |

## Appendix C: Comprehensive and Integrated Literacy Model Resources

Under the heading for each component is a list of relevant LCFF priorities, SSPI initiatives, and best practices for comprehensive literacy instruction identified during the 2019 CLSD grant program. For convenience, each section also features a table of applicable states guidance with corresponding hyperlinks.

### Multi-Tiered System of Support (Resources)

This chart lists the LCFF Priorities, Related SSPI Initiatives, and Evidence-Based Practices that pertain to the CA MTSS for all students.



**LCFF Priorities:**

1: Basic Services

2: Implementation of State Standards

3: Parent Involvement

4: Student Achievement

5: Student Engagement

6: School Climate

7: Course Access

8: Student Outcomes

9: Expelled Youth

10: Foster Youth

**Related SSPI Initiatives:**

* Safe Havens
* Housing Initiative
* Community Schools
* Mental Health Support
* Universal Prekindergarten
* Universal Meals
* Antibias Education
* Expanded Learning Programs
* Reading By Third Grade
* Black Student Achievement
* Closing the Digital Divide

**Evidence Based Practices:**

* Coaching
* Professional learning
* Explicit, systematic literacy instruction
* High dosage tutoring
* Literacy plans
* Instructional rounds
* UDL
* Culturally sustaining literacy
* Interactive read alouds
* Book access
* Family and community engagement
* COE consortia organization
* Professional learning communities

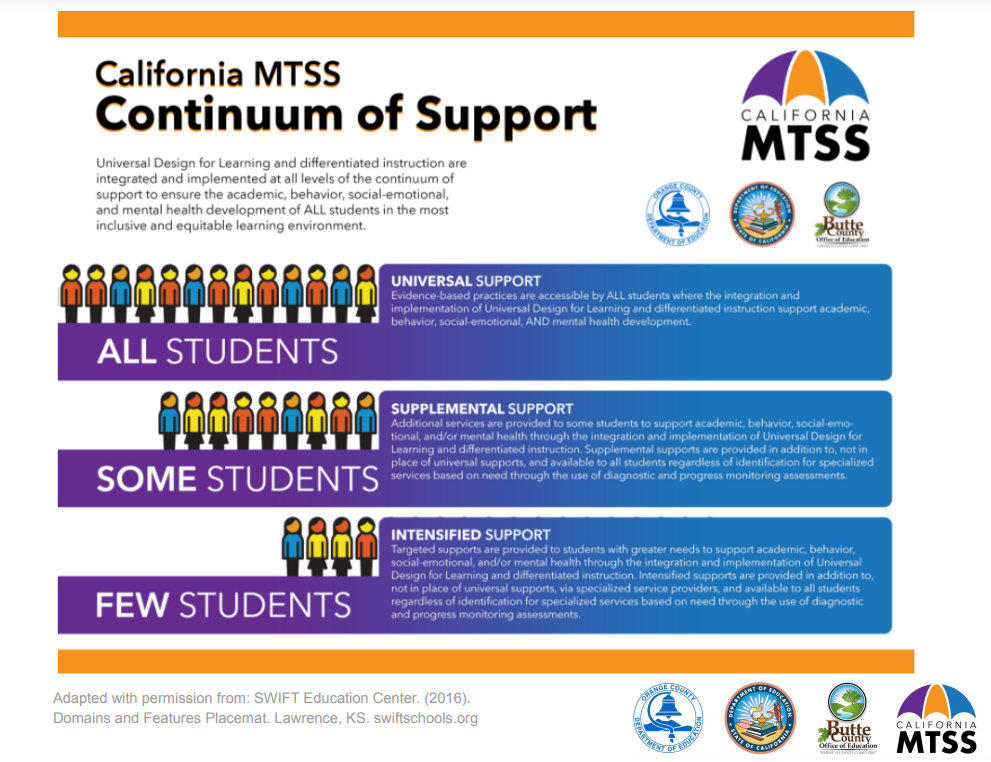
#### Multi-Tiered System of Support Guidance Documents and Resources

| **Title** | **URL** |
| --- | --- |
| MTSS | <https://www.cde.ca.gov/ci/cr/ri/> |
| CA MTSS Framework | <https://ocde.us/MTSS/Pages/CA-MTSS.aspx> |
| Universal Screening | <https://www.cde.ca.gov/ci/cl/index.asp> (Screening tab) |
| Desired Results Developmental Profile | <https://www.cde.ca.gov/sp/cd/ci/desiredresults.asp> |
| CASPP | <https://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp> |
| Smarter Balanced Tools for Teachers | <https://www.cde.ca.gov/ta/tg/sa/tools-for-teachers.asp> |
| English Language Proficiency Assessments for California (ELPAC) | <https://www.cde.ca.gov/ta/tg/ep/index.asp> |
| California Spanish Assessment (CSA) | <https://www.cde.ca.gov/ta/tg/ca/csa.asp> |

MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS aligns all systems of high-quality first instruction, support, and intervention and includes structures for building, changing, and sustaining systems. The essential domains of the CA MTSS Framework,[[60]](#footnote-61) which support the whole child through administrative leadership, integrated supports, family and community engagement, and inclusive policy structure and practice, are evident throughout the components of the model.

The foundational structures of MTSS include high-quality core instruction using UDL principles and appropriate supports, strategies, and accommodations. The CA MTSS Framework Continuum of Support[[61]](#footnote-62) pictured below demonstrates that Tier 1 (universal support) addresses academic, social, emotional, and behavioral needs of students. This level of support must be provided for all students at all times regardless of age, race, zip code, language, physical challenge, and/or intellectual competency.[[62]](#footnote-63) Tier 2 (supplemental support) is provided to some students based on identified need, in addition to Tier 1 supports. Tier 3 (intensified support) is provided to students with greater needs who require more targeted support.

**Figure 5: California MTSS Continuum of Support**

  
[Figure 5: Link to full text description](#Figure5Desc)

More information regarding MTSS in the context of literacy programs is available in chapter 9: Access and Equity of the *ELA/ELD Framework.*

#### Assessment System

Valid assessments are an integral part of an MTSS. According to the ESSA, comprehensive literacy instruction includes age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction. LEAs should utilize the full range of assessment cycles (short, medium, long) in a continuous improvement process to provide ongoing information to teachers throughout the year. Please see chapter 8 of the *ELA/ELD Framework* for more information regarding assessment cycles.[[63]](#footnote-64)

Summative assessments, such as the CAASPP and other end-of-year assessments are used to measure students’ learning at the end of a unit, course, or year. Interim assessments evaluate whether students are advancing toward achievement of grade-level standards. Screeners, also called universal screeners, are intended to be done at the beginning of the school year or instructional period to identify students who may need extra support to reach grade level standards. Diagnostic assessments are used to identify a student’s strengths and areas of need in a particular area. Formative assessments check for students’ understanding during the course of instruction in order to guide instructional moves. The WestEd article, *K–2 Assessment Systems Enable Early Intervention to Foster Student Success,*[[64]](#footnote-65)includes a useful table that describes the purpose, frequency, questions addressed, and system-level uses for each type of assessment.

When assessing EL students, it is important to distinguish between a language need and a disability. A reading specialist should be consulted and screeners should be trained in assessing EL students effectively. It is important to note that screeners must be validated for multiple languages and that California screener guidelines require an English language proficiency threshold before a screener in English can be used.

##### Universal Screening

The *ELA/ELD Framework* describes universal screening as a critical first step in identifying students who may be at risk of experiencing difficulty with reading.[[65]](#footnote-66) Screening students for risk of reading difficulties in the early grades is an important component of a comprehensive instructional strategy to ensure that students who are identified as being at risk receive effective first instruction and early intervention. California *Education Code (EC)* Section 53008 requires California LEAs to screen all students in kindergarten through grade two for risk of reading difficulties. In December of 2024, the Reading Difficulties Risk Screener Selection Panel, in accordance with a review process and evaluation criteria adopted by the SBE, [approved](https://www.cde.ca.gov/be/cc/rd/)[[66]](#footnote-67) the list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments for LEA selection.[[67]](#footnote-68) LEAs are required to adopt an instrument from the approved list by June 30, 2025, and implement screening of students in kindergarten through grade two by the 2025–26 school year and annually thereafter. According to statute, screening assessments are not to be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, pupil grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs (*EC* 53008[m]). Rather, screening results are to be used as a part of a broader process that further evaluates student needs and progress, identifies support for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis if concerns do not resolve (*EC* 53008[l]). Additionally, the statute directs that students who do not speak sufficient English to be screened with an English-language instrument shall be screened in their primary language if a screening instrument in their primary language is approved. If a screening instrument is not available in at least one language in which a student is proficient, thestudent shall be evaluated through an analysis of their developmental history, educational history, and literacy progress, taking into account home background and evolving English language abilities, including speaking, listening, reading, spelling, and writing, consistent with the California Dyslexia Guidelines (*EC* 53008[h]).

#### California Assessments and Tools

##### Desired Results Developmental Profile

The *Desired Results Developmental Profile* ([*DRDP*] *2015*)*: A Developmental Continuum from Early Infancy to Kindergarten Entry*[[68]](#footnote-69) is a formative child assessment developed by the CDE for young children and their families to be used to inform instruction and program development. The Language and Literacy Development (LLD) domain of the DRDP assesses the progress of children in developing the foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child’s first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children completing the DRDP, including those who are dual language learners. More information is available on the DRDP Online Resources[[69]](#footnote-70) web page. The DRDP is currently being revised to align with the new PTKLF and will be released to the field in 2026.

##### California Assessment of Student Performance and Progress

The Smarter Balanced assessment system is part of the CAASSP[[70]](#footnote-71) System and has three components: summative assessments, designed for accountability purposes; interim assessments, designed to support teaching and learning throughout the year; and Tools for Teachers, designed to support classroom-based formative assessment processes. To improve teaching and learning and achieve the maximum benefit these three components should be used together.

The Smarter Balanced Summative Assessments for ELA/literacy and mathematics are annual assessments of students’ progress toward meeting academic standards and developing critical thinking, analytical writing, and problem-solving skills needed for college and 21st century career. The Smarter Balanced Summative Assessments for ELA are administered in grades three through eight and grade eleven.

The Smarter Balanced interim assessments are specifically designed to provide meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the summative assessments. Information about specific tools and resources are available on the CDE Smarter Balanced Interim Assessments web page.[[71]](#footnote-72)

Tools for Teachers is the formative assessment component of the Smarter Balanced assessment system. It is an online collection of resources aligned with the CCSS that supports TK–12 teachers in their use of the formative assessment process to adjust teaching to improve student learning. More information on the purpose, features, and content of Tools for Teachers is available on the CDE Tools for Teachers web page.[[72]](#footnote-73)

##### English Language Proficiency Assessments for California

When instruction is provided in English and in an additional language in dual language programs, classroom assessment for academic and language development progress in both languages is necessary. State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency (ELP). The ELPAC is the state’s designated test of ELP. It is administered (1) as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey; and (2) annually as a summative assessment to students who have been previously identified as EL students. ELPAC resources for educators and parents are available on the CDE ELPAC web page.[[73]](#footnote-74) The Observation Protocol for Teachers of English Learners[[74]](#footnote-75) (OPTEL) was adopted by the SBE in 2023 as a resource to support educators in monitoring and evaluating language use in EL students. Educators may use data collected from the OPTEL as part of the reclassification process for EL students.

##### California Spanish Assessment

The CSA[[75]](#footnote-76) is a part of the CAASPP System. This assessment, presented in Spanish, serves the more than one million students who speak Spanish as their primary language as well as those who are learning Spanish as an additional language. The purposes of the CSA are to measure a student’s competency in Spanish language arts and provide student-level data in Spanish competency; to evaluate the implementation of Spanish language arts programs at the local level; and to provide a high school measure suitable to be used, in part, for the SSB.

##### Data-Driven Instruction

Quality literacy programs rely on the data literacy of, and data use by, teachers and instructional leaders to inform and improve instruction and implementation of programs. All members of the system (e.g., administrators, teachers, and coaches) should receive professional development on data collection and use, including data analysis, instructional response to data, data literacy, and knowledge on how to administer good diagnostic tools and how to use the results. The LCFF widens the focus on more than just state standardized tests through State Priority 8,[[76]](#footnote-77) which focuses on student outcomes in all courses. Districts and schools should have functional systems to use data effectively. Systems should include protocols for analyzing data, a structure for participating in the protocols (e.g., professional learning communities, quarterly data conversations), protocols for how to use the analysis to inform instruction, and aligned common assessments, including vertical articulation.

Educators should go beyond data analysis and use the results to inform instruction, effectively monitor students’ academic progress, and make appropriate instructional adjustments. Systems should use screening data to decide which students receive intervention services and use diagnostic assessments to determine the instructional supports students need.

### Universal Evidence-Based Teaching and Learning (Resources)

This chart lists the LCFF Priorities, Related SSPI Initiatives, and Evidence-Based Practices that pertain to Universal Evidence-Based Teaching and learning for all students.

Universal Evidence-Based Teaching and Student Learning  
 Circles of Implementation of ELA/Literacy and ELD Instruction is described in greater detail at: <https://www.cde.ca.gov/ci/rl/cf/documents/circlesofimplementateng.pdf>

**LCFF Priorities:**

1: Basic Services

2: Implementation of State Standards

4: Student Achievement

7: Course Access

8: Student Outcomes

**Related SSPI Initiatives:**

* Universal Prekindergarten
* Reading By Third Grade
* Black Student Achievement

**Evidence Based Practices:**

* Explicit, systematic literacy instruction
* High Dosage Tutoring
* Literacy Plans
* Interactive Read Alouds
* Book Access

#### Standards, Frameworks, and Other Foundational Documents

| **Title** | **URL** |
| --- | --- |
| All California Content Standards, including:  CA CCSS for ELA and Literacy in History–Social Studies, Science, and Technical Subjects | <https://www.cde.ca.gov/be/st/ss/>  <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf> |
| CA ELD Standards  California Spanish Language Development Standards | <https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf>  <https://www.cde.ca.gov/sp/ml/sldstandards.asp> |
| Model School Library Standards | <https://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf> |
| All California Curriculum Frameworks, including:  *ELA/ELD Framework* | <https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>  <https://www.cde.ca.gov/ci/rl/cf/> |
| Designated and Integrated ELD | <https://www.cde.ca.gov/sp/ml/eldstandards.asp> |
| Artificial Intelligence Resource Kit | <https://www.cde.ca.gov/ci/pl/documents/cdeairesourcekit.pdf> |
| Literacy Roadmap | Coming soon! |
| California PTKLF for Language and Literacy | <https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf> |
| California Infant/Toddler Learning and Development Foundations | <https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf> |
| Transitional Kindergarten Implementation Guide | <https://www.cde.ca.gov/ci/gs/em/tkig.asp> |

#### California Common Core State Standards

The CA CCSS for ELA and Literacy in History–Social Studies, Science, and Technical Subjects [[77]](#footnote-78) define what

TK–12 students should know and be able to do in ELA and literacy in other content areas. The standards establish what it means to be a literate person in the 21st century. These standards are divided into strands: Reading, Writing, Speaking and Listening, and Language. The CCSS literacy standards set an interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility with teachers across the content areas, each supporting disciplinary literacy in their subject. The CCSS literacy standards are used in tandem with the following California content standards:[[78]](#footnote-79)

* CCSS for Mathematics
* Next Generation Science Standards
* History–Social Science Content Standards
* Physical Education Model Content Standards
* World Languages Standards
* Health Education Content Standards
* Arts Standards
* Career Technical Education Model Curriculum Standards
* Model School Library Standards

A project of the Council of Chief State School Officers, the CDE, and the San Diego County Office of Education, Common Core en Español[[79]](#footnote-80) provides Spanish translations and linguistically augmented versions of the CA CCSS to support equitable assessment and curriculum development.

#### California English Language Development Standards

The CA ELD Standards[[80]](#footnote-81) are to be used in tandem with all state content standards when developing lessons and in designing instruction to assist EL students to build English proficiency, refine the academic use of English, and provide students access to subject area content. The CA ELD Standards are stated by grade level (Kindergarten through grade eight) and grade spans (nine through ten and eleven through twelve) according to the ELD Proficiency Level Continuum, which distinguishes three overall ELD levels: Emerging, Expanding, and Bridging. The CA ELD Standards are organized into three parts.

* Part I: Interacting in Meaningful Ways
* Part II: Learning About How English Works
* Part III: Using Foundational Literacy Skills

The Spanish Language Development Standards[[81]](#footnote-82) are the Spanish translation of the CA ELD Standards with linguistic augmentations.

#### Model School Library Standards

The SBE-adopted *Model School Library Standards for California Public Schools,* Content and English Language Development Standards *Kindergarten Through Grade Twelve* (*Library Standards*) include two types of standards:

* School Library Standards for Students that delineate what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce.
* School Library Program Standards that describe base-level staffing, resources, and infrastructure, including technology, required for school library programs to be effective and help students to meet the school library standards.

The *Library Standards* recognize that school libraries have evolved from simply providing print materials to offering rich selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media, and digital resources; from teaching basic reading literacy to teaching information literacy (the ability to access, evaluate, use, and integrate information and ideas effectively). The student standards also include the legal, ethical, and safe use of information both in print and online, other aspects of cyber safety, and use of technology.

The *Library Standards* are not stand-alone standards taught in isolation but are meant to be taught collaboratively by the classroom teacher and the teacher librarian in the context of the curriculum.

#### California Curriculum Frameworks

Curriculum frameworks provide guidance for implementing the content standards adopted by the SBE. Frameworks are developed by the Instructional Quality Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

The 2014CA *ELA/ELD Framework*[[82]](#footnote-83) serves as the foundation for California’s Comprehensive SLP. This groundbreaking document represents the first time California combined both ELA and ELD into one comprehensive resource that incorporates evidence-based guidance on curriculum, instruction, assessment, content and pedagogy, access and equity, professional learning, and systems support.

All subsequent curriculum frameworks[[83]](#footnote-84) follow the same general structure to ensure that the literacy needs of all learners in California are effectively addressed in every content area and that educators working in all capacities receive the supports they need from a coordinated system at the school, district, county, and state levels. These frameworks include:

* Arts Education
* Career Technical Education
* Health Education
* History–Social Science
* Mathematics
* Physical Education
* Science
* World Languages

While the *ELA/ELD Framework* is foundational for literacy instruction in California, literacy instruction also happens in all other content areas as well. Therefore, a whole system approach to literacy understands and supports all educators, regardless of content area, as teachers of literacy.

#### English Language Arts/English Language Development Framework

The following principles and beliefs guided the development of the framework:

* Schooling should help all students achieve their highest potential.
* The responsibility for learners’ literacy and language development is shared.
* ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.
* Effective teaching is essential to student success.
* Motivation and engagement play crucial roles in learning. (*ELA/ELD Framework* Introduction, 17)

The section below describes some of the key components of the *ELA/ELD Framework* and how it plays a central role in the CILM.

##### Circles of Implementation of English Language Arts/Literacy

The *ELA/ELD Framework’* Circles of Implementation of ELA/Literacy and ELD Instruction, illustrates the relationships among the overarching goals of ELA/literacy and ELD instruction, the context in which instruction occurs, and the key themes of the standards. Within the CILM, the Circles of Implementation figure exemplifies implementation of best first literacy instruction around which all other student and family supports coalesce to improve student outcomes. Circles of Implementation of ELA/Literacy and ELD Instruction is described in greater detail in chapter 2 of the *ELA/ELD Framework* available at <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>.

##### Universal/Tier 1 Instruction in the Five Key Themes

Attention to each of the *ELA/ELD Framework* key themes are essential at every grade level. In other words, development of the foundational skills is a necessary, but not sufficient, condition for students to appreciate and use the written system—to make meaning with it, continue to acquire rich language from interactions with it, express themselves effectively in writing, and gain knowledge from text sources.

As described in the ESSA, comprehensive literacy instruction includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonics decoding, vocabulary, language structure, reading fluency, and reading comprehension; explicit instruction in writing; and interactive opportunities to develop language skills. The *ELA/ELD Framework* provides a great depth of information and research on the importance of high-quality, systematic instruction in each of these areas. A table in Appendix C has references to key excerpts and references from the *ELA/ELD Framework* on elements of explicit, systematic, and intentional instruction, including phonological awareness, phonics, language conventions, fluency, vocabulary, comprehension, writing, content knowledge, and oral language*.* For more detailed information on how this instruction plays out across the grade band, refer to the chapters and pages cited.

For additional information on how to implement instruction in each of these areas, please refer to the Literacy Content Blocks in the California Literacy Roadmap.

##### California English Language Arts/English Language Development Framework: Elements of Explicit, Systematic, and Intentional Instruction

| **Elements of Explicit, Systematic, and Intentional Instruction** | **Page Numbers** |
| --- | --- |
| Phonological Awareness | *ELA/ELD Framework* Ch. 3, pp. 151–5, 214–5, 247–8 |
| Phonics | *ELA/ELD Framework* Ch. 3, pp.150–2, 156–61, 215–27, 249–54; Ch. 4, pp. 310–13, 327–9, 361–3; Ch. 5, pp. 417–8 |
| Language Conventions | *ELA/ELD Framework* Ch. 2, pp. 82–83; Ch. 3, p. 246; Ch 4, pp. 303–5; 324–5; 359–60; Ch. 5, pp. 405–5, 413–4, 436–7, 470–2; Ch. 6, pp.521–2, 529–30, 562, 595, 630–1, Ch. 7, pp. 684–5, 695–8, 733–4, 783–4 |
| Fluency | *ELA/ELD Framework* Ch. 3, pp. 161, 184, 218, 254–5; Ch. 4, pp. 313, 329–30, 364–5; Ch. 5, pp. 418–9, 439–40, 473–4; Ch. 6 pp. 538–41, 564–5, 597, 634–5; Ch. 7, pp. 712–5 |
| Vocabulary | *ELA/ELD Framework* Ch. 2, pp. 81–2; Ch. 3, pp. 241–2; Ch. 4, pp. 296–7; Ch. 5, pp. 403–5; Ch. 6, pp. 520–1, 552–3, 588–9, 619–20; Ch. 7, pp. 683–5, 726–7 |
| Comprehension | *ELA/ELD Framework* Ch. 2, pp. 69–70; Ch. 3, pp. 137–141, 202–4, 240; Ch. 4, pp. 289–292, 320, 352–3; Ch. 5, pp. 398–402, 423–7; Ch. 6, pp. 512–7, 549–52, 583–7, 617–9 |
| Writing | *ELA/ELD Framework* Ch. 3, pp. 145–6, 174, 207–10, 242–4; Ch. 4, pp. 299–301, 321–3, 354–8; Ch. 5, pp. 406–9, 429–33, 467–9, Ch. 6, pp. 522–5, 553–8, 590–2, 623–7; Ch. 7, pp.685–90, 728–30, 773–8 |
| Content Knowledge | *ELA/ELD Framework* Ch. 2, pp. 87–9; Ch. 3, pp. 148–50, 177, 212, 246–7; Ch. 4, pp. 306–10, 326, 361; Ch. 5, pp. 413–17, 438, 472–3; Ch. 6, pp. 531–8, 562– 3, 596, 631–4, Ch. 7, 698–712, 734–7, 783–7 |
| Oral Language | *ELA/ELD Framework* Ch. 2, pp. 91*,* 109; Ch. 3, pp. 168, 217, 221–6*,* 256-261; Ch. 4, pp. 312, 422, 462; Ch. 8, pp. 856–8, 882–3 |

#### Literacy and English Language Development for English Learners

##### Designated and Integrated English Language Development

California’s EL students shall be provided comprehensive ELD, which includes both integrated and designated ELD instruction. ELs enter school at different ages and with a range of cultural and linguistic backgrounds, socioeconomic conditions, experiences with formal schooling, and proficiencies in their primary language(s) and in English, as well as other experiences in the home, school, and community. Many were born in the United States, and others come from nations all over the world. In short, they are a heterogeneous group of individuals. All of California’s EL students are learning English as an additional language while simultaneously engaging in intellectually challenging and content-rich instruction. It is incumbent upon every educator to understand California's model of comprehensive ELD instruction.

Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

Designated ELD is provided to EL students during a protected time in the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language EL students need for content learning in English. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population (e.g., the number of EL students at each proficiency level) and make appropriate decisions about grouping.

For additional information about how to apply designated and integrated ELD instruction in the classroom, please refer to the Literacy Content Blocks in the California Literacy Roadmap and the CDE publication, Improving Education for Multilingual and English Learner Students: Research to Practice (2020).[[84]](#footnote-85)

##### Promoting Bilingualism and Biliteracy

(*ELA/ELD Framework* Ch. 2, 61)

In the global 21st century world, bilingualism and biliteracy are particularly valuable. Supporting EL students in developing the home language to high levels of proficiency along with English not only helps them build their literacy in English, it also provides them with an important resource: the ability to communicate in multiple languages. Research indicates that bilingual programs, in which literacy is the goal and bilingual instruction is sustained, promote literacy in English, as well as the primary language (August and Shanahan 2006; Genesee et al. 2006; Goldenberg 2008). Bilingualism also has other metacognitive benefits, including better working memory, abstract reasoning skills, attention control, and problem-solving skills (Adesope et al. 2010) and has been shown to delay age-related cognitive decline (Bialystok, Craik, and Freedman 2007). Not only does bilingualism have metacognitive benefits, it also helps students connect with their family and culture and supports healthy self-image and pride in their heritage and community.

##### Primary Language Support

(*ELA/ELD Framework* Ch. 2, 102)

EL students come to California schools with the valuable asset of the primary or home language. Literacy skills such as phonological awareness, decoding, writing, and comprehension can be transferred from the home language to English (August and Shanahan 2006; Genesee et al. 2006). Teachers can facilitate the transfer of these skills by using primary language resources. This can include giving EL students who read in their home language the opportunity to read texts in that language as well as providing oral or written translations and pointing out cognates to help EL students transfer skills across both languages. School libraries can support this work by providing library collections that reflect the languages spoken by students and those taught in biliteracy programs. Other primary language support resources include the Common Core en Español,[[85]](#footnote-86) which provides Spanish translations and linguistically augmented versions of the CA CCSS to support equitable assessment and curriculum development, and the Spanish Language Development Standards,[[86]](#footnote-87) which are the Spanish translation of the CA ELD Standards with linguistic augmentations.

#### Supporting Students Struggling with Reading and Students with Disabilities

##### Supporting Students Strategically

Chapter 2 of the *ELA/ELD Framework* provides information regarding the following considerations for supporting students strategically:

* Guiding Principles: UDL, MTSS, and Sharing Responsibility
* Using Assessment to Inform Instruction
* Planning
* Grouping
* Scaffolding
* Primary Language Support
* Structuring the Instructional Day

The grade band chapters of the *ELA/ELD Framework* provide additional guidance for supporting students strategically, including research findings for supporting students experiencing difficulties or those with learning disabilities.

An evidence-based practice that 2019 CLSD grantees found successful was high-dosage, high-quality tutoring to support students struggling to read. The Institute of Educational Sciences[[87]](#footnote-88) notes the important aspects of tutoring that make it successful:

* Conducted at school, during school hours, and in three or more sessions per week for at least 30 minutes each
* Conducted by teachers or professional tutors who are well trained and supervised

Additionally, early-grade students (pre-kindergarten to first grade) benefit from 1:1 tutoring; students in grades second through fifth benefit from small groups with a tutor-student ratio of 1:3 or 1:4; secondary students benefit from small groups with a tutor-student ratio of no more than 1:4. It should be noted that reading interventions should not replace high-quality first, or Tier 1, instruction in phonological awareness, phonics, vocabulary, language structure, and comprehension.

In order for schools and districts to address the needs of students, teachers should be provided with high-quality professional development that covers topics such as managing effective small group instruction, reading foundations, and language and literacy development, and that includes developing awareness and understanding of state guidance documents such as the *ELA/ELD Framework* and the *California Dyslexia Guidelines*.

##### Students with Disabilities

While specific learning disabilities vary widely, difficulty reading is the most common type of specific learning disability. A student’s membership in a particular disability category only represents a label for a qualifying condition. The range of severity of disability and the educational needs within each disability category are widely variable. Thus, services provided are based on individual need and not a label. All students with disabilities require knowledgeable teachers who work closely with education specialists and families to determine how best to provide equitable access to the curriculum.

Depending upon the learner and the identified needs, specially designed instruction is provided to students with disabilities. The education specialist and general education teacher share responsibility for developing and implementing Individualized Education Programs. Together, they ensure that students with disabilities are provided with the supports needed to achieve their highest potential, and they communicate and collaborate with families in culturally and linguistically appropriate ways.

Most students who are eligible for special education services are able to achieve the CCSS for ELA/Literacy when the following three conditions are met:

1. Standards are implemented within the foundational principles of Universal Design for Learning.
2. Evidence-based instructional strategies are implemented, and instructional materials and curricula reflect the interests, preferences, and readiness of each student to maximize learning potential.
3. Appropriate accommodations are provided to help students access grade level content.

More information regarding supporting literacy achievement for students with disabilities is included in chapter 9: Access and Equity of the *ELA/ELD Framework*, including guidance on supporting students with specific disabilities.[[88]](#footnote-89) Another relevant resource is the *California Practitioners’ Guide for Educating English Learners with Disabilities,* which is discussed with the Whole Child Approach: Inclusive and Culturally and Linguistically Affirming component of the model.

#### Disciplinary Literacy and Integrating Curricula

The *ELA/ELD Framework* calls for an integrated and interdisciplinary approach. Chapter 1 notes that the CCSS set expectations not only for ELA but also for literacy in history–social studies, science, and technical subjects. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade six and above are predicated on teachers of ELA, history–social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

As noted in chapter 6 of the *ELA/ELD Framework*, disciplinary literacy refers to the particular ways in which content areas or disciplines (history–social studies, mathematics, science and engineering, arts, physical education, health, and world languages) use language and literacy (reading, writing, speaking, and listening) to engage with the content and communicate as members of discourse communities (e.g., scientists, historians, artists). Fang, Schleppegrell, and Moore argue that “learning in the content areas is best conceived of as learning specialized ways of making meaning within the disciplines…Each discipline has its own culture and ways of reading, writing, speaking, thinking, and reasoning” (2013,1). A major task for teachers is to support all students in understanding how to shift registers and make informed language choices that meet the expectations of different disciplinary contexts.

There is a need for professional learning for all teachers, not just ELA teachers, in literacy instruction. Teachers, specialists, administrators, and others should create structures for collaboration in which all school professionals have opportunities to work together to learn about standards and instructional approaches, share successful practices, plan curriculum and instruction, develop formative and other assessments, analyze student work, and modify schedules and instruction as needed. In these settings teachers need to identify and address the points of shared responsibility specifically literacy tasks and assignments and groups of students, such as ELs and others—for which joint planning and monitoring are necessary. Other examples of collaborations include the following:

* Design of cross-disciplinary units (e.g., a project-based unit on an issue that can be understood and analyzed from different disciplinary perspectives, a service learning project related to multiple fields).
* Consultation on individual or group needs for student improvement (e.g., building vocabulary across content areas, engaging in the writing process for multiple and varied purposes).
* Collaborating to compile a list of reading and writing assignments across content classes to ensure students read and produce an appropriate variety of text types and lengths across all content area courses.
* Creation of criteria and tools for providing feedback to students on writing and collaborative discussions across disciplines.

Teacher librarians have a key responsibility for building library collections that support instruction in all content areas and build students’ technological and critical competencies across the content areas.

#### Becoming Broadly Literate

One of the overarching goals of the *ELA/ELD Framework* is for students to become broadly literate. According to Chapter 2 of the *ELA/ELD Framework,* a person who is broadly literate engages with a variety of texts across a wide range of genres, time periods, cultures, perspectives, and topics for a multitude of purposes, including learning about new ideas and oneself and immersing oneself in the sheer pleasure of reading. Being broadly literate extends beyond reading printed text to encompass viewing live drama or films, listening to lectures or programs on the radio, or enjoying or performing poetry, such as spoken word. A person who is broadly literate appreciates an array of texts—books, plays, radio programs, poetry, film, television, mixed media, and more—for the many possibilities they reveal and for how the person is changed (even slightly) by interacting with them (*ELA/ELD Framework,* 55).

Becoming broadly literate requires sufficient book access for wide and independent reading and is supported by the practice of interactive read alouds.

##### Wide and Independent Reading

To engage in wide and independent reading, students must have access to sufficient and appropriate books. A range of books should be available within the classroom and also available to students and families. By reading widely across many disciplines and genres, students build their background knowledge, increase their reading skills, and discover new interests. Teachers and librarians take care to ensure that book selections reflect students’ cultural and linguistic backgrounds so that students see themselves in available texts. Educators also communicate and partner with families to support student literacy development in a way that is culturally and linguistically sustaining. These practices help shape a context for learning that fosters a sense of belonging and engagement. (*ELA/ELD Framework*, Ch. 2, 57–58.)

##### Interactive Read Alouds

Because listening comprehension outpaces reading comprehension until about grade eight, reading aloud to students is an important way to engage students with text that is more challenging than they can read independently while they are developing as readers.

Reading aloud interactively implies that as students are listening; they are not passive, but rather, they are actively interpreting what they are hearing. Teachers ensure that their read alouds are interactive in a variety of ways, including asking questions while reading and having students participate in the reading. (See Cunningham and Zibulsky 2011; Goodson, Wolf, Bell, Turner, and Finney 2010; Hall and Moats 2000 for research related to benefits of reading aloud.)

As important as reading aloud is, educators recognize that it supplements students’ interactions with text; reading aloud does not supplant them. In other words, reading content area or informational and literary texts to students in lieu of students reading texts themselves is not recommended beyond the earliest grades. Rather, teachers help students read complex texts using a variety of strategies to gain the information, experience the rhetorical effects, and analyze the various meanings that texts hold (*ELA/ELD Framework* Ch. 2, 58–59.)

#### Defining Literacy in the 21stCentury

Another goal of ELA/literacy and comprehensive ELD instruction is that students acquire the skills for living and learning in the 21st century. Technology pervades modern society. It impacts most aspects of the personal and academic or professional lives of youths and adults. Technology as a tool for learning and expression can contribute to progress in each of the themes of the CA CCSS for ELA/Literacy and the CA ELD Standards. The question is not whether technology should be used in classrooms, but rather how best to capitalize on technology to support teachers and learners. Important in the context of the *ELA/ELD Framework,* specifically Chapter 10: Learning in the 21st Century,[[89]](#footnote-90) is that the internet and other forms of information and communication technologies (ICTs) are redefining literacy. Students increasingly engage with social media, artificial intelligence, search engines, web pages, podcasts and vodcasts, blogs, e-books, wikis, and the ongoing flood of new ICTs in English and other languages. Students should learn how to critically harness and manage the power of these media for accessing, evaluating, creating, and sharing information with others locally and globally. At the same time, teachers should ensure that students learn how to use technologies safely and ethically. Additionally, AI is increasingly a part of our lives. The CDE has guidance and professional learning,[[90]](#footnote-91) including the AI Resource Kit, to support educators in understanding AI—both the advantages it brings and its pitfalls—and learning about how to incorporate it into the classroom.

The California World Languages Standards address the literacies of the 21st Century Skills Map for World Languages, which provides useful definitions of different literacies globally competent students develop:

* **Information Literacy** through which students—as “informed global citizens”—access, manage, and effectively use culturally authentic sources in ethical and legal ways;
* **Technology Literacy** through which students—as “productive global citizens”—use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, manual, and visual messages;
* **Media Literacy** through which students—as “active global citizens”— evaluate authentic sources to understand how media reflect and influence language and culture; and
* **Emotional Literacy** through which students—as “emotionally intelligent global citizens”—develop self-awareness, build community, and interact with understanding and empathy (Partnership for 21st Century Skills 2011).

#### Literacy Roadmap

The CDE, in consultation with the SBE and soliciting the input of literacy experts and practitioners, was appropriated

$1 million in 2023 to create a Literacy Roadmap. Its purpose is to provide current and comprehensive, yet concise, guidance to help educators implement effective literacy instruction for all California students. Specifically, it is intended to help educators apply the *ELA/ELD Framework* to classroom instruction, navigate available resources and professional development opportunities, and improve literacy outcomes for all pupils with a focus on equity. By statute, the Literacy Roadmap is to accomplish the following:

* Include models of effective practice that incorporate the five themes of the *ELA/ELD Framework*: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.
* Describe how to use the *ELA/ELD Framework*, along with other existing resources, to offer evidence-based literacy instruction, including explicit instruction in phonics, phonemic awareness, and other decoding skills, as well as vocabulary, comprehension, writing, speaking, and listening skills.
* Provide practical direction for literacy instruction and intervention across content areas in alignment with the standards for all pupils, including EL students, pupils with disabilities, pupils struggling with reading, and early learners.

Central to the Literacy Roadmap are Literacy Content Blocks, which are intended to describe models of effective practice and guide literacy instruction based on local context and students’ identified assets and assessed needs. Literacy Content Blocks are provided for English-medium classrooms in in TK–12 and for dual language classroom settings in TK–5.

The Literacy Content Blocks address four major areas instruction: Language, Foundational Literacy Skills, Integrated Reading and Writing, and Comprehensive English Language Development. Each area includes definitions of the knowledge and skills that students are to learn, recommended duration of daily instructional time, and evidence-based practices. The block reflects an intentional approach to literacy that promotes carefully sequenced initial instruction, appropriate practice and reinforcement, intervention as necessary, and meaningful application in ELA and other content areas.

#### English Learner Roadmap Policy

California schools affirm, welcome, and respond to a diverse range of EL student strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (Mission, *CA EL Roadmap* [CDE 2018, 10]) This policy is intended to provide guidance to LEAs on welcoming, understanding, and educating the diverse population of students who are EL students attending California public schools, from early childhood through grade twelve.

The principles of the *CA EL Roadmap*[[91]](#footnote-92) are intended to guide all levels of the system toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective,

21st century education for all EL students. Underlying this systemic application of the *CA EL Roadmap* principles is the foundational understanding that EL students are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million EL students who attend California schools.

##### Principle One: Assets-Oriented and Needs-Responsive Schools

Preschools and schools are responsive to different EL student strengths, needs, and identities and support the socio-emotional health and development of EL students. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

##### Principle Two: Intellectual Quality of Instruction and Meaningful Access

EL students engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. EL students have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

##### Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of EL students and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of EL students.

##### Principle Four: Alignment and Articulation Within and Across Systems

EL students experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college and career readiness and participation in a global, diverse, multilingual, 21st century world.

In addressing the literacy needs of EL students at the state level, several *EL Roadmap* resources can be leveraged:

* Illustrative Case Examples from the field that illustrate the *EL Roadmap* Principles and Elements in action.
* Three-Way Crosswalk between the *CA EL Roadmap* Policy Principles, Special Education Annual Performance Report Indicators, and the eight Local Control Funding Formula priority areas can help facilitate alignment of local goals and policies with the mission, vision, and principles of the *EL Roadmap* Policy.
* Self-Reflection Rubric that can be used by all educators.
* Partner resources, including teacher toolkits, videos, and early learning resources.
* The Crosswalk to LCAP[[92]](#footnote-93) is a tool that LEAs can use in their planning to ensure that local goals and policies are aligned with the vision, mission, and principles of the *EL Roadmap* Policy.
* The *Improving Education for Multilingual and English Learner Students: Research to Practice*[[93]](#footnote-94) publication is also designed to support LEAs in implementing the *EL Roadmap* Policy in schools and improving instruction for both EL and other students learning multiple languages.

#### Early Learning Foundations

Learning activities should focus on the essential components of literacy, including print-based activities (e.g., learning and writing letters, learning the alphabetic principle). Practitioners can gain an understanding of what high-quality early literacy looks and sounds like when grounded in the following guidance documents

##### Infant/Toddler Resources

The *California Infant/Toddler Learning and Development Foundations*[[94]](#footnote-95)are at the center of California’s infant/toddler learning and development system. The foundations describe how children develop and what they learn and are designed to illuminate the competencies that infants and toddlers need for later success.

In California, priority has been placed on aligning the infant/toddler learning and development foundations with the preschool learning foundations in four major domains:

* Social–emotional development
* Language development
* Cognitive development
* Perceptual and motor development

The language development foundations cover the following competencies:

* **Receptive Language:** The child’s developing ability to understand words and increasingly complex utterances.
* **Expressive Language:** The child’s developing ability to produce the sounds of language, speak with an increasingly expansive vocabulary, and use increasingly complex utterances.
* **Communication Skills and Knowledge:** The child’s developing ability to communicate nonverbally and verbally.
* **Interest in Print:** The child’s developing interest in engaging with print in books and in the environment.

There are many specific milestones and dimensions of language development, such as phonology and syntax. As to practice, the four foundations provide a level of detail that is accessible to families and infant care teachers seeking to enhance children’s early language development and communication.

The *California Infant/Toddler Curriculum Framework*[[95]](#footnote-96) supports early childhood educators working in programs serving children birth to three years of age in implementing high-quality curriculum practices that lead to acquisition of the knowledge and skills described in the *Infant/Toddler Learning and Development Foundations.*

The *Infant/Toddler Learning and Development Program Guidelines, Second Edition*[[96]](#footnote-97) publication presents information about how to provide high-quality early learning and care, including recommendations for program policies and day-to-day practices that will improve program services to all infants and toddlers.

##### Preschool Resources

The California PTKLF[[97]](#footnote-98) outlines key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

1. Listening and Speaking: use and conventions, vocabulary, and grammar
2. Reading: concepts about print, phonological awareness, alphabetics and word/print recognition, comprehension and analysis of age-appropriate text, and literacy interest and response
3. Writing: writing strategies

Created as companion volumes to the *California Preschool Learning Foundations*, the *California Preschool Curriculum Frameworks*[[98]](#footnote-99) present strategies for early childhood educators that enrich learning and development opportunities for all of California’s preschool children.

The *California Preschool Program Guidelines*[[99]](#footnote-100) provides the detailed guidance needed by administrators and teachers to offer high-quality preschool programs that prepare children to arrive in kindergarten with the foundational skills necessary for school success.

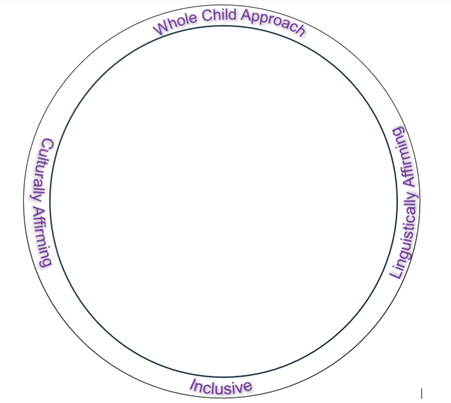
The companion document, the *California Infant/Toddler Learning and Development Foundations*,[[100]](#footnote-101) describes research and evidence-based expectations for the way most infants and toddlers make progress in the major domains of social–emotional development, language development, cognitive development, and perceptual and motor development. Included in this series is a guidance document for California’s youngest dual language learners, the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide (2nd Edition)*,[[101]](#footnote-102) which offers guidance on how to support the language development of dual language learners during the preschool years (ages three to five). This document emphasizes the importance of connecting the first and second languages and creating paths to bilingualism for dual language learners. The California Infant/Toddler Learning and Development Foundations are currently being revised by the California Department of Social Services.

##### Transitional Kindergarten

TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. It is also the intent of the legislature that TK curriculum be aligned to the PTKLF. The *Transitional Kindergarten Implementation Guide*[[102]](#footnote-103) focuses on the essential components for school district administrators and teachers to consider as they develop comprehensive transitional kindergarten programs. It also provides resources and guidance in the areas of program design, curriculum, instruction, assessment, and family and community partnerships. Chapter 3 of the *ELA/ELD Framework*[[103]](#footnote-104) also includes guidance for content and pedagogy for transitional kindergarten. It is important to note that since the publication of the *Transitional Kindergarten Implementation Guide* and *ELA/ELD Framework*, the age eligibility for transitional kindergarten is now younger (in 2025–26 all children turning four by September 1 will have access to transitional kindergarten). Because of this, the CDE recommends LEAs consult the PTKLF, UPK Curriculum Checklist, and other guidance documents released as part of the UPK Planning and Implementation Grant[[104]](#footnote-105) in 2021 to support transitional kindergarten implementation.

### Whole-Child Approach: Inclusive and Culturally and Linguistically Affirming (Resources)

This chart lists the LCFF Priorities, Related SSPI Initiatives, and Evidence-Based Practices that pertain to a Whole Child Approach: Inclusive and Culturally and Linguistically Affirming for all students.

**LCFF Priorities:**

1: Basic Services

2: Implementation of State Standards

3: Parent Involvement

4: Student Achievement

5: Student Engagement

6: School Climate

7: Course Access

8: Student Outcomes

9: Expelled Youth

10: Foster Youth

**Related SSPI Initiatives:**

Safe Havens

Housing Initiative

Community Schools

Mental Health Support

UPK

Universal Meals

Antibias Education

Expanded Learning Programs

Black Student Achievement

Closing the Digital Divide

**Evidence Based Practices:**

Literacy Plans

UDL

Book Access

Multilingual Education

#### Guidance Documents and Resources

| **Title** | **URL** |
| --- | --- |
| Asset-Based and Culturally Sustaining Pedagogies | <https://www.cde.ca.gov/ci/pl/assetbasedpedagogies.asp>  <https://www.cde.ca.gov/ci/pl/culturallysustainingped.asp> |
| UDL Guidelines | [<https://udlguidelines.cast.org/>](https://udlguidelines.cast.org/) |
| *California Dyslexia Guidelines* | <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf> |
| CDE Screening for Risk of Reading Difficulties web page | <https://www.cde.ca.gov/ci/cl/> |
| *Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs* | <https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf> |
| *EL Roadmap* | <https://www.cde.ca.gov/sp/ml/roadmap.asp> |
| *Improving Education for Multilingual and EL Students* | <https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf> |
| *CA Practitioners Guide for Educating English Learners with Disabilities* | <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf> |
| SSB | <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp> |
| Biliteracy Pathway Recognitions | <https://www.cde.ca.gov/sp/ml/biltrcypathwy.asp> |
| CDE Multilingual Education | <https://www.cde.ca.gov/sp/ml/multilingualedu.asp> |
| *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* | <https://www.cde.ca.gov/sp/cd/re/documents/dllresearchpapers.pdf> |
| *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning (Second Edition)* | <https://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf> |
| Global Education | <https://www.cde.ca.gov/sp/ml/caedge.asp>  <https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf> |
| Social and Emotional Learning | <https://www.cde.ca.gov/ci/se/index.asp> |
| California Positive Behavioral Interventions and Supports (PBIS) | <https://pbisca.org/> |
| Restorative Practices | <https://www.cde.ca.gov/ls/ss/se/restorativepractices.asp> |
| Coordinated School Health | <https://www.cde.ca.gov/ls/he/cs/> |
| Supporting Lesbian, Gay, Bisexual, Transgender, and Questioning Plus (LGBTQ+) Students | <https://www.cde.ca.gov/ci/pl/supportlgbtq.asp> |
| PTKLF Social and Emotional Development | <https://www.cde.ca.gov/sp/cd/re/documents/ptklfsocialemotionaldev.pdf> |
| California Infant and Toddler Learning and Development Foundations | <https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf> |
| California School Climate, Health, and Learning Surveys | <https://www.cde.ca.gov/ls/he/at/cefcalschlssystem.asp> |

#### Asset-Based and Culturally Sustaining Pedagogies

##### Culturally Relevant and Sustaining Teaching

As noted in the *ELA/ELD Framework*, culturally and linguistically responsive teaching and equity-focused approaches emphasize validating and valuing students’ cultural and linguistic heritage—and all other aspects of students’ identities—while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines. As awareness and appreciation of language and cultural diversity increase, misunderstanding and miscommunication in classrooms and schools decrease. Teachers should adopt an asset-based stance toward the culture and language of their students and an additive approach to their students’ language development. More information is available in chapter 9: Access and Equity of the *ELA/ELD Framework*.[[105]](#footnote-106)

One step toward enacting this principle is to see students’ languages and cultures as assets to be valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.[[106]](#footnote-107)

As discussed in the *ELA/ELD Framework*, it is important to acknowledge that inequities exist in current educational systems. Analyses of data have revealed persistent academic achievement gaps for students of color, students with disabilities, and students living in poverty. Current evidence also indicates that some groups of students experience a low level of safety and acceptance in schools for reasons including cultural, ethnic, and linguistic background; disability; sexual orientation; economic status; and other factors. Recognizing the specific inequities that exist helps educators and communities to purposefully and strategically take action to strive for true educational equity for all learners.

Chapter 9 provides specific guidance regarding equitable access to literacy education for several more student groups:

* EL students
* Biliterate students/Multilingual learners
* Students who are deaf
* Students living in poverty
* Migrant students
* Lesbian, gay, bisexual, and transgender students
* Advanced learners
* Students with disabilities

CAASPP ELA/Literacy scale score gaps between white students and students of color and English only students and EL students have, for the most part, remained stagnant over the last five years. With such documented disparities persisting in California schools, a systemwide shift is necessary to better meet the needs of identified student populations. All educators need to examine their beliefs and attitudes toward students and their families and make appropriate and affirming instructional decisions when it comes to literacy.

Asset-Based Pedagogies[[107]](#footnote-108) focus on the strengths that diverse students bring to the classroom. It is a direct response to deficit-based models of the past. Ensuring equity for an increasingly diverse student population relies on today’s educators viewing student differences as assets and not deficits. Asset-Based Pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexual orientation—as characteristics that add value and strength to classrooms and communities. Asset-Based Pedagogies include, but are not limited to:

* Culturally Sustaining Pedagogy (Ladson-Billings): builds upon the Asset-Based Pedagogies that came before it, but presents the need to not only affirm and connect to students’ cultural backgrounds, but also to sustain them through schooling[[108]](#footnote-109) Culturally Sustaining Pedagogy also supports students in critiquing and questioning dominant power structures in societies.
* [Culturally and Linguistically (Hollie) Responsive Teaching](https://www.cde.ca.gov/pd/ee/responsiveteaching.asp) (Gay and Hammond): leverages and utilizes the cultural learning tools that students bring to the classroom.[[109]](#footnote-110)
* [Culturally Relevant Pedagogy](https://www.cde.ca.gov/pd/ee/culturalrelevantpedagogy.asp): helps students to uphold their cultural identities while developing fluency in at least one other culture helps students to uphold their cultural identities while developing fluency in at least one other culture.[[110]](#footnote-111)

Collaboration with teacher librarians helps to ensure all students see themselves represented in the texts in libraries and that libraries promote respect for all types of diversity. Furthermore, culturally sustaining teaching goes deeper than text types or instructional materials. Teachers becoming personally aware, and not simply approaching culturally sustaining teaching as a strategy, is key to actual change. Professional learning and support on how to integrate culturally sustaining teaching into lessons using asset-based pedagogies should be provided to support higher levels of family and student engagement and success. Recruiting and supporting a diverse teacher workforce is also in line with the goals of culturally sustaining pedagogies.

#### Universal Design for Learning

UDL, as explained in Chapter 9 of the *ELA/ELD Framework,*[[111]](#footnote-112) is a research-based framework for guiding educational practice.[[112]](#footnote-113) Rather than call for adjustments in planning to reflect a given student population, UDL focuses on addressing the varied needs of students in the planning instruction stages. UDL is not a special education initiative; it is a framework that allows educators to acknowledge the needs of all learners at the point of planning and first teaching, thereby reducing the amount of follow-up and alternative instruction necessary. The UDL Guidelines help educators address the diversity in learning in three main categories.

* **Engagement** (the why of learning): recruiting interest, sustaining effort and persistence, and self-regulation.
* **Representation** (the what of learning): perception, language and symbols, and comprehension.
* **Action and Expression** (the how of learning): physical action, expression and communication, and executive function.

When incorporated with specific literacy initiatives, UDL can be a catalyst to achieve in places where progress once stagnated. In the 2019 CLSD grant, LLAs provided professional learning in the UDL framework to help support secondary teachers across content areas develop literacy skills in their students. As a result, students were more engaged and teachers in different disciplines were able to support the development of disciplinary literacy.

#### California Dyslexia Guidelines

The 2017 *California Dyslexia Guidelines* assist general education teachers, special education teachers, and parents in identifying, assessing, and supporting students with dyslexia. It addresses the neuroscience of dyslexia, characteristics of dyslexia by age group, socioemotional factors, dyslexia in EL students, educator preparation, screening and assessment, effective teaching approaches, and much more. The inclusion of these guidelines in the CILM ensures that students with dyslexia receive the support needed to achieve positive literacy outcomes.

Although the problems experienced by students with dyslexia may originate with neurobiological differences, the most effective treatment for these students and for those who struggle with related reading and language problems is skilled teaching.

*EC* 56335(a) defines educational services for students with dyslexia as follows: “‘educational services’ means an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing pupils who have dyslexia.” In addition, effective intervention for students with dyslexia should include instruction in phonemic awareness, phonics, vocabulary development, fluency, and comprehension. This type of instruction is called structured literacy.

It is imperative that interventions aligned with the principles of structured literacy are still available for older students with dyslexia who are not reading on grade level. In addition, assistive technology and accommodations play powerful roles to ensure that these students can access grade level content and experience academic success in the upper grades. For example, text-to-speech and speech-to-text technology enable students with dyslexia to engage with the complex content and construct the sophisticated written responses that are required at these grade levels.

For more detailed information on dyslexia screening, assessment, and instruction please see the *California Dyslexia Guidelines*.

#### Young Children with Special Needs

The *Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs*[[113]](#footnote-114) handbook gives guidance and resources for providers of childcare programs on specific ways to include young children who have disabilities or special needs. Suggestions for ways to adapt to the environment are provided, along with examples of inclusive strategies. A glossary and appendixes make this handbook a practical tool for care providers.

The *California Dyslexia Guidelines*[[114]](#footnote-115) note that indicators of dyslexia for preschool age children include difficulties with early literacy skills such as learning nursery rhymes and rhyming patterns, learning letter names, delayed language and vocabulary development, difficulty retelling a story in sequence, and struggling to segment and blend sounds in words. It is important for teachers and other service providers to be alert to the early warning signs for dyslexia and to provide instructional environments that are rich in oral language and early print activities that support development in these areas.

#### Improving Education for Multilingual and English Learner Students

In 2020, the CDE released the publication *Improving Education for Multilingual and English Learner Students: Research to Practice*,[[115]](#footnote-116) which is designed to support LEAs in implementing the *EL Roadmap* Policy in schools and improving instruction for both EL students and other students learning multiple languages.

The publication demonstrates how LEAs have implemented research-based practices that positively impact multilingual and English learner students in relation to social–emotional learning, early learning and care, integrated and designated ELD, multilingual education, systems improvement, teacher development, and parent engagement.

#### California Practitioner’s Guide for Educating English Learners with Disabilities

The *2019 California Practitioner's Guide for Educating English Learners with Disabilities*[[116]](#footnote-117) is a comprehensive resource that provides evidence-based information on how to identify, assess, support, and reclassify EL students with disabilities. The multi-tiered system of support and interventions that are in this comprehensive document will assist the LEA to determine effective literacy interventions.

#### **Academic Content and English Language Development for Adolescent English Learners**

As EL students leave their elementary years and progress through middle school and high school, the content they encounter and the language they are expected to understand and produce in school become increasingly complex. For EL students’ development of content knowledge and academic English, it is critical for teachers to create the intellectually rich, interactive, and inclusive types of learning environments called for in the CA CCSS for ELA/Literacy and the CA ELD Standards. The needs of individual EL adolescent students vary widely and depend on a multitude of factors, including age on arrival to the United States, immigrant status, prior schooling, primary language and literacy experiences, English language proficiencies, content knowledge, and many other things. Therefore, districts, schools, and teachers should learn as much about their EL students as they can in order to provide them with the educational approaches that best support them in developing English and becoming college and career ready in an accelerated time frame.

Adolescent EL students look to their teachers as guides and mentors in their continuing apprenticeship in academic subjects and preparation for adult life. Like all adolescents, EL students are more deeply engaged with school learning when their teachers are respectful of who they are as individuals and of their communities and families and when they are confident that their teachers believe they can succeed at challenging academic tasks, care about their success, and provide high levels of support. Teachers’ respectful attitudes and positive dispositions toward their EL students are critical for academic success and healthy socio-emotional development.

Regardless of the structure schools opt to use in order to provide designated ELD to their EL students, this coursework should not prevent any EL student from participating in comprehensive curricula that includes full access to all core disciplines and electives, such as performing and visual arts, world languages, and other classes all students need in order to be college and career ready. The CDE publication [*Improving Education for Multilingual and English Learner Students: Research to Practice*](https://www.cde.ca.gov/sp/ml/improvingmleleducation.asp) (2020) provides additional guidance and instructional strategies.

During the secondary grades, providing students with the opportunity to continue to develop literacy in two or more languages can help prepare students to participate in California’s global society and can facilitate cross-cultural understanding and pride. EL students come to school with the asset of the home language. Schools can continue to provide EL students and reclassified students with opportunities to develop the home language to high levels of proficiency along with English, culminating in the award of the California SSB65 upon high school graduation.

#### Young Dual Language Learners

*California’s Best Practices for Young Dual Language Learners: Research Overview Papers*[[117]](#footnote-118) provides early childhood educators with valuable information on current research in the development of young dual language learners. It spans the disciplines of neuroscience, cognitive science, developmental psychology, assessment, education research, family engagement, and special needs. It provides insight into how young dual language learners learn two languages, and also how they learn and develop in other domains. At the same time, the research summaries provide guidance to early childhood educators on how to support the learning and development of young dual language learners in preschool programs.

The resource guide *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning (Second Edition)*[[118]](#footnote-119) provides teachers with the knowledge and tools they seek to educate preschool dual language learners most effectively. It was developed by a group of experts who collectively brought strong practical, academic, and research backgrounds to the topic of educating young dual language learners.

The DRDP ELD domain assesses the progress of children who are dual language learners in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child’s experiences with English, not the child’s age. Children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child’s home/first language. The ELD measures should be completed only for preschool-age children whose home language is other than English. The DRDP addresses cultural and linguistic responsiveness in two primary ways:

1. Teachers and service providers observe and document children’s behavior in both the home language and English to obtain a more accurate profile of the children’s knowledge and skills across developmental domains.
2. Teachers and service providers rate children’s progress on two language development domains. The LLD domain assesses all children’s progress in developing foundational language and literacy skills where ratings should be based on skills in all languages. The ELD domain assesses current knowledge and skills and progress in learning to communicate in English.

Young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains. The adult who is conducting observations and collecting documentation should speak the child’s home language. If not, the adult must receive assistance from another adult who does speak the child’s home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

#### State Seal of Biliteracy and Biliteracy Pathways Recognition

The SSB program, effective since January 1, 2012, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. As the first state to implement an SSB program, California is a pioneer for multilingualism. Today, the SSB continues to be an important recognition for California high school graduates.

Participation in the SSB program continues to be voluntary for LEAs; however, while fluency in more than one language has always been an admirable skill, biliteracy is increasingly important to employment in an international and global context to prepare students for the jobs of tomorrow. To encourage participation in the SSB program and early preparation of students, LEAs should disseminate SSB information to middle school and incoming high school students. Further details about the SSB and qualification criteria are available on the CDE SSB web page.[[119]](#footnote-120)

The CDE has also established the California Biliteracy Pathway Recognitions to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English. These recognitions include the Biliteracy Program Participation Recognition, the Home Language Development Recognition, and the Biliteracy Attainment Recognition. The recognition program certifies progress toward biliteracy and encourages multilingualism. The Biliteracy Pathways Recognitions align with principles one and four of the *EL Roadmap* Policy by creating an aligned and articulated pathway to multilingualism that embraces students’ home and community languages and cultures as assets.

#### **Global Education**

The California Education for a Global Economy (CA Ed.G.E.) Initiative[[120]](#footnote-121) authorizes school districts and county offices of education to establish language acquisition programs for both native and nonnative English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs. The CA Ed.G.E. Initiative expands EL students’ access to multilingual programs, including dual language immersion programs.

Global California 2030 (Global 2030) was launched in May of 2018, with the intention to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language over the next 12 years. Global 2030 helps to better prepare California students for the 21st century economy, broadening their perspective and understanding of the world by building upon the diversity of backgrounds, languages, and cultures that make California unique, successful, vibrant, and dynamic.

#### Nonstandard Varieties of English

Chapter 9: Access and Equity of the *ELA/ELD Framework* is an integral resource to support educators in their efforts to celebrate the diversity of their students and attend to their specific needs. For example, this chapter addresses how African American English speakers and Chicana/Chicano English speakers have been viewed as less capable than standard English speakers by teachers who assume these dialects are ungrammatical or illogical. Instead of taking this subtractive approach, teachers should give clear messages that nonstandard varieties of English that students may speak or hear in their home communities are equally as valid as standard English. The framework promotes pedagogical approaches that support students in becoming bidialectal, or proficient users of both standard and other dialects of English. These practices explicitly acknowledge the value and linguistic features of other dialects of English, recognize the level of underlying skill development, build on students’ knowledge of other dialects to improve their learning opportunities, and ensure that students develop the linguistic resources necessary to meet the expectations of school contexts (Washington, Julie & Murray, Bryan & Doyne, Elizabeth, 2024).

#### Social and Emotional Learning

Social and Emotional Learning (SEL) reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions. All of these skills are necessary—for both educators and students—to function well in the classroom, in the community, and in college and careers.

The CDE aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of Transformative SEL (T-SEL) as a concept. To provide these supports, the CDE has articulated developmental indicators for the Collaborative for Academic, Social, and Emotional Learning five core competencies below. The indicators can be found on the CDE California T-SEL Competencies web page.

* Self-Awareness (Intrapersonal Focus)
* Self-Management (Intrapersonal Focus)
* Social Awareness (Interpersonal Focus)
* Relationship Skills (Interpersonal Focus)
* Responsible Decision-Making (Inter and Intrapersonal)

Additional documents to support SEL include the SEL Guiding Principles[[121]](#footnote-122) and the T-SEL Conditions for Thriving.[[122]](#footnote-123) Implemented thoughtfully and consistently, and in collaboration with leaders working at all levels of the education system, these practices and actions can support development of equity-focused learning environments in which children, youth, and adults have opportunities to develop and practice T-SEL skills. To be clear, leaders at all levels of the system must work together to create the conditions necessary to support T-SEL development.

This is of particular importance for students with identified needs for social and emotional supports. State law has called for positive practices as other means of correction in these circumstances, in contrast to punitive approaches. The same applies to students with mental health and other health challenges and those who have experienced trauma. Literature that includes social and emotional challenges and development among its key themes is proven to have strong power to engage and support at-risk/at-promise students. All students need opportunities to see people who resemble themselves in the texts they read.

PBIS is part of an MTSS that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. California PBIS supports the sustainable development of a safe, equitable, and positive climate and social culture for all. PBIS supports the CILM by fostering a school climate that is conducive to learning.

Restorative practices can contribute to the development of a positive school climate and discipline policies that are humanistic and inclusive, while increasing student voice and engagement. According to Restorative Practices Beyond the Classroom: Integrating Circle Practices Into Existing School Processes, restorative practices draw on the philosophies of global Indigenous cultures and center on relationships, participatory engagement, and a humanistic approach to discipline. Restorative practices include both proactive practices that build community for the entire school and responsive practices that focus on repairing harm.

#### Health and Safety

Coordinated School Health is an approach to school health that is a powerful way to reinforce healthy behaviors and empower students with the knowledge, skills, and judgment to help them make smart choices in life. Children that are healthy are more likely to perform better in school academically, and specifically in terms of literacy, than children that are not healthy. Schools with a Coordinate School Health approach create a school and community environment that allows youth to reach their greatest potential by establishing strong partnerships among youth, families, schools, local government, faith-based organizations, businesses, local health agencies, and others.

Coordinated School Health addresses eight different aspects of health: health education, physical education, health services, nutrition services, psychological and counseling services, healthy school environment, health promotion for staff, and parent and community involvement. The Coordinated School Health web page[[123]](#footnote-124) provides more information, including the important connection between student health and academic achievement and links to additional resources.

All California’s children and adolescents have the fundamental right to be respected and feel safe in their school environment, yet many do not because of their sexual orientation or gender expression. Research indicates that kindergarten through grade six students who are gender nonconforming are less likely than other students to feel safe at school and more likely to indicate that they sometimes do not want to go to school because they feel unsafe or afraid (GLSEN and Harris Interactive 2012). California law affords students protection from discrimination based on gender identity, gender expression and sexual orientation. Educators have a duty to protect students’ right to physical and psychological safety and ensure that each of their students has the opportunity to thrive. Specific instructional guidance, law, and policies for LEAs to provide learning environments that protect the health and safety of LGBTQ+ students are posted on the CDE Supporting LGBTQ+ Students web page.

In addition to supporting quality academic programs to support literacy, the required Comprehensive School Safety Plan[[124]](#footnote-125) can help to ensure learning environments provide a sense of safety and security for all students.

#### Access and Equity in Early Education

During the infant/toddler years, all children depend on responsive, secure relationships to develop and learn. As stated in the CDE *Infant/Toddler Learning and Development Program Guidelines* (2007), high-quality programs offer infants and toddlers primary relationships in small groups. These foundations support infant/toddler programs in the effort to foster the learning and development of all young children in California, including children with disabilities or other special needs. It is important to provide opportunities for children to follow different pathways to learning. Therefore, the infant/toddler learning and development foundations incorporate UDL.

In today’s diverse infant/toddler programs, making the environment, play materials, activities, and experiences accessible to all children is critical to successful learning. Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression.[[125]](#footnote-126) “Multiple means of representation” refers to providing information in a variety of ways so the learning needs of all children are met. “Multiple means of expression” refers to allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling. “Multiple means of engagement” refers to providing choices within the setting or program that facilitate learning by building on children’s interests.

When reading each foundation, an infant care teacher needs to consider how a child with a disability or other special need might best acquire information and act competently. To best meet a child’s needs, a parent and an early intervention specialist or related service provider are vitally important resources.

In terms of preschool, children of comparable ages enter school with various linguistic, social, and cognitive skills. Some children may exhibit competencies that go beyond the level described in a particular foundation, while others may need more time to reach that level. Teachers should read each foundation and the accompanying examples, then consider how a child with a disability might best acquire information and demonstrate competence in these areas. A child’s special education teacher, parents, or related service provider may be contacted for consultation and suggestions

### Family and Community Partnership and Student Voice (Resources)

This chart lists the LCFF Priorities, Related SSPI Initiatives, and Evidence-Based Practices that pertain to a Family and Community Partnership and Student Voice.

**LCFF Priorities:**

3: Parent Engagement

6: School Climate

**Related SSPI Initiatives:**

* Safe Havens
* Housing Initiative
* Community Schools
* Expanded Learning Programs

**Evidence Based Practices:**

* Professional learning for the entire system, including families
* Book access
* Family and community engagement

#### Guidance Documents and Resources

| **Title** | **URL** |
| --- | --- |
| Family Engagement Framework | <https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf> |
| Family Engagement Toolkit | <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf> |
| Early Learning Family Partnerships and Culture | <https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf> |
| California Community Schools Framework | <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp> |
| The California Healthy Kids Survey | <https://www.cde.ca.gov/ls/he/at/cefcalschlssystem.asp> |
| The California School Parent Survey | <https://www.cde.ca.gov/ls/he/at/cefcalschlssystem.asp> |

#### Family Engagement Resources

It is important to recognize that parents and families are each child’s first teachers and their best supporters and resources. Involving parents and families in the literacy development of their children and in the literacy life of the school can take many forms. Parents and families are the natural partners and allies for the teachers and specialists who teach their children on a day-to-day basis. Frequent and effective communication in person, at school, or through home visits is the best means for learning about students and supporting their parents or other key caring adults in their lives. Communication via email, text, phone, newsletter, personal note, and school website is also important. Communicating in the family’s primary language is essential, as is valuing the cultural resources and assets that the family brings.

Additionally, the *Family Engagement Framework: A Tool for California School Districts*[[126]](#footnote-127) is a tool for leaders in school districts and COEs to use as they work with schools, families, and communities to plan, implement, and evaluate family engagement practices that directly impact improved student achievement. The *Family Engagement Toolkit: Continuous Improvement Through an Equity Lens*[[127]](#footnote-128) provides practical planning and evaluation tools that support efforts to engage all families, particularly those of underrepresented and underserved students. The *Family Partnerships and Culture*[[128]](#footnote-129)publication promotes understanding of children’s cultural or multicultural experiences at home and helps teachers use those experiences as building blocks for teaching and learning in early education settings.

Chapter 11 of the *ELA/ELD Framework*[[129]](#footnote-130) provides considerations and tools for engaging parents and families. The larger community of cultural, ethnic, and social community groups; local businesses; local government; and service groups can be effective school partners. Soliciting funds should not be the only interaction the school has with these groups. These groups are often good sources of professional learning (e.g., cultural awareness, art, and music), volunteers, field trips, publicity, and advocacy. Just as parents and families need to be valued and feel welcome in the school, so do community agencies and businesses.

Local colleges and universities, professional organizations, technical assistance agencies, and public agencies can be good sources of expertise and professional learning for the school. Mentoring, tutoring, student teacher placement, and other specific opportunities to collaborate may be available. Strategic identification of services available from these groups and other partnership opportunities increase the support for the literacy goals of the school.

The *CA EL Roadmap* establishes in Principle One that educators value and build strong family, community, and school partnerships, and California’s Social and Emotional Learning Guiding Principle Four calls for systems to maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being. LCFF also calls for family and community engagement through State Priority 3,[[130]](#footnote-131) which addresses parent input in decision-making and participation in programs, and State Priority 6,[[131]](#footnote-132) which addresses school climate.

#### Increasing Parenting Supports in Early Education

The *Family Partnerships and Culture*publicationpromotes understanding of children’s cultural or multicultural experiences at home and helps teachers use those experiences as building blocks for teaching and learning in early education settings. It complements the resources of the CDE Early Learning and Development System, particularly the *California Infant/Toddler Curriculum Framework* and the *California Preschool Curriculum Framework*, Volumes One, Two, and Three.

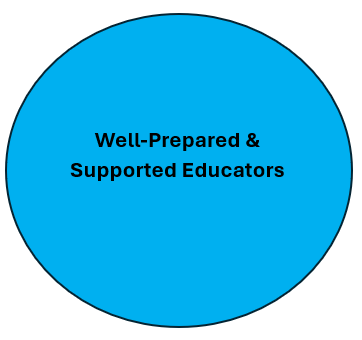
Parent resources for early learning are also available from First 5 California,[[132]](#footnote-133) also known as the California Children and Families Commission. First 5 California is dedicated to improving the lives of California’s young children and their families through a comprehensive system of education, health services, child care, and other crucial programs. First 5 California partners with the 58 First 5 county commissions to serve California’s diverse populations. A wealth of information is available on the First 5 California Parents website,[[133]](#footnote-134) including guidance for parents for supporting the healthy development of early reading, speech, language, and literacy skills of their child.

#### Community Schools

Community schools are a priority within SSPI Tony Thurmond’s Transforming Schools initiative. Community schools are public schools with community partnerships that ensure pupil learning and whole-child and family development. Community schools establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members and ensure that students, families, and community members are embraced as full partners in every aspect of decision-making that affects the conditions for teaching and learning. The California Community Schools Framework outlines the features and commitments of community schools within the four pillars of integrated student supports, family and community engagement, collaborative leadership practices for educators and administrators, and extended learning time and opportunities. Through these pillars, community schools “are designed to intentionally and collaboratively address the economic and social barriers that are the underlying cause of the opportunity and achievement gaps.”[[134]](#footnote-135)

### Well-Prepared and Supported Educators (Resources)

This chart lists the LCFF Priorities, Related SSPI Initiatives, and Evidence-Based Practices that pertain to a Well-Prepared and Supported Educators.

**LCFF Priorities:**

1: Basic Services

2: Implementation of State Standards

6: School Climate

**Related SSPI Initiatives:**

* Community Schools
* Professional Learning

**Evidence Based Practices:**

* Coaching
* Professional learning for the entire system, including administrators, literacy coaches and reading specialists, classroom teachers, and paraprofessionals
* Literacy plans
* Instructional rounds
* COE consortia organization
* Professional learning communities

#### Guidance Documents and Resources

| **Title** | **URL** |
| --- | --- |
| QPLS | <https://www.cde.ca.gov/ci/pl/qpls.asp> |
| CA Standards for the Teaching Profession | <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf?sfvrsn=62eb3cb1_12> |
| CA Professional Standards for Education Leaders | <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1_4> |
| CA Early Childhood Education Teaching and Administrator Performance Expectations | <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1_4> |
| Promoting Equitable Access to Teachers | <https://www.cde.ca.gov/ci/pl/peat.asp> |
| Local Literacy Planning Toolkit | <https://www.caeducatorstogether.org/LocalLiteracyPlanningToolkit> |
| State Partners for Professional Learning | <https://ccee-ca.org/>  <https://csmp.online/>  <https://cacountysupts.org/committees/cisc/>  <https://www.calstate.edu/>  <https://www.universityofcalifornia.edu/> |
| The California School Staff Survey | <https://www.cde.ca.gov/ls/he/at/cefcalschlssystem.asp> |

#### Professional Learning

Chapter 11 of the *ELA/ELD Framework*[[135]](#footnote-136) provides extensive information regarding professional learning in support of literacy instruction, including guidance on initial preparation and induction, components of effective professional learning, sources of professional learning, and critical professional learning content in ELA/literacy and ELD.

The state’s QPLS[[136]](#footnote-137) identify the characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations. Efforts to support and improve literacy instruction depend heavily upon a high-quality professional learning system, and the QPLS is a resource schools and districts may use to align their professional learning systems to research-based practices. Quality literacy programs provide sustainable professional learning systems focused on literacy instruction, including literacy coaching models.

As noted in the QPLS, quality professional learning is:

* Rooted in student and educator needs demonstrated through **data.**
* Focused on **content and pedagogy.**
* Designed to ensure **equitable** outcomes.
* Designed and structured to be **ongoing, intensive, and embedded** in practice.
* **Collaborative** with an emphasis on **shared accountability.**
* Supported by **adequate resources.**
* **Coherent and aligned** with other standards, policies, and programs.

Instructional coaching has shown positive outcomes for literacy achievement. In its literature review *Instructional Coaching for English Language Arts: Practices and Outcomes*,[[137]](#footnote-138) the Regional Educational Laboratory Northeast and Islands defines instructional coaches as on-site professional development providers whose main professional responsibility is to bring evidence-based practices and instructional methods into the classroom through collaborative partnerships with teachers and other school leaders.

One of the highly effective evidence-based practices that emerged from the 2019 CLSD grant award was instructional rounds. Instructional rounds are a disciplined way for educators to work together to improve instruction.[[138]](#footnote-139) The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators.[[139]](#footnote-140) As part of the continuous improvement process, instructional rounds serve as a way for educators to collectively revisit purpose, monitor systemwide progress, learn from best practices, and reflect, to guide adjustments. Instructional rounds serve not only to determine needs and monitor progress but are a source of professional learning for all involved.

One of the core findings from the 2019 CLSD grant was the importance of focusing on the entire system. Professional learning offered through the grant was given to administrators, literacy coaches and reading specialists, classroom teachers, paraprofessionals, and families. As a result, systems-level changes began to happen, resulting in increased alignment. Professional learning was offered in many different areas, including, but not limited to: IES What Works Clearinghouse Practice Guides, explicit, systematic literacy instruction, development and implementation of literacy plans

Professional learning communities were formed for these purposes, again ensuring alignment across the system. Rooting literacy plans in evidenced-based practices pulled from the IES practice guides and explicit, systematic literacy instruction helped to sustain changes within school sites and districts beyond the conclusion of the 2019 CLSD grant.

Finally, the 2019 CLSD grant looked beyond the school site and district system and worked to align the county education structure as well. COEs participated in consortia, where each complemented and supported each other’s strengths and areas of need. The relationships developed through that have helped to sustain the work and augment other projects as well, again demonstrating the importance of an aligned system.

#### Professional Standards

The following standards guide the teaching profession:

* The *California Standards for the Teaching Profession*[[140]](#footnote-141) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice.
* The *California Early Childhood Education Teaching and Administrator Performance Expectations* are aligned to the *California Standards for the Teaching Profession* but are specifically adapted to apply to the work of those serving in the job role of assisting, teaching, and master teaching/mentoring/coaching in early childhood education programs and to address teaching and learning for California’s youngest learners from birth through age eight.
* The *California Professional Standards for Education Leaders*[[141]](#footnote-142) identifies what an administrator must know and be able to do in order to move into sustainable, effective practice.

The California Commission on Teacher Credentialing updated its literacy and reading standards for the preparation of teaching candidates and their corresponding TPEs[[142]](#footnote-143) pursuant to Senate Bill 488. The CDE will partner with the CSU and the University of CA systems to further align our work with the new standards and TPEs.

#### Promoting Equitable Access to Teachers

Access to a fully prepared and stable teacher workforce is essential to educational opportunity. Research has shown higher levels of teacher preparedness has positive impacts on student achievement. The ESSA [Section 1112(b)(2)](https://uscode.house.gov/view.xhtml?req=(title:20%20section:6312%20edition:prelim)%20OR%20(granuleid:USC-prelim-title20-section6312)&f=treesort&edition=prelim&num=0&jumpTo=true) requires each LEA receiving ESSA funds to submit a plan to the state educational agency that describes how it will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, also referred to as equity gaps. The CDE has developed the Promoting Equitable Access to Teachers Program[[143]](#footnote-144) to assist LEAs to identify and address local disparities, or equity gaps. A key element of the Promoting Equitable Access to Teachers Program is a suite of equity tools designed to guide LEAs as they collect and analyze the appropriate data, conduct data analyses to identify potential equity gaps, conduct a root cause analysis and consider various strategies to address disparities, and engage stakeholders in the process. The Promoting Equitable Access to Teachers program supports positive literacy outcomes by ensuring the equitable distribution of teachers.

#### State Partners for Professional Learning

While professional learning decisions are made at the local level, the CDE and its partners provide several professional learning opportunities aligned to state guidance and policies. The California Collaborative for Educational Excellence,[[144]](#footnote-145) in collaboration with the CDE and SBE, coordinates the Statewide System of Support, which brings together California’s improvement networks and resources to assist LEAs in meeting the state priorities. The California County Superintendents[[145]](#footnote-146) supports a network of 58 COEs to provide guidance and services to local districts, including professional learning opportunities. The California Subject Matter Project[[146]](#footnote-147) is a network of nine discipline-based statewide projects housed at institutions of higher education that provide content-specific professional development and regional professional learning supporting teacher professional learning communities and maintaining the critical link between higher education and TK–12.

Educator credentialing programs play an essential role in preparing teachers and leaders. CDE’s partnerships with the CSU and University of CA systems will facilitate alignment between pre-service and in-service educator training.

## Appendix D: Long Descriptions

### Figure 1: California’s Initiatives and Priorities

The image is an infographic divided into four vertical sections, each with a different color and a distinct heading. It provides information about various educational priorities and initiatives in California. Each section contains a title, a short description, and a bullet list of priorities or initiatives.

#### Section 1: Local Control Funding Priorities (Leftmost Column – Dark Blue Background)

This section outlines the LCFF, which establishes state priorities guiding the LCAP process. The priorities are:

1. Basic Services
2. Implementation of State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Outcomes
9. Expelled Youth
10. Foster Youth

At the top of this section, there is a white outline of the State of California inside a circular icon.

#### Section 2: State Superintendent of Public Instruction Initiatives (Second Column – Green Background)

This section describes a series of initiatives led by SSPI Tony Thurmond to improve California’s K–12 public schools. The initiatives include:

* Safe Havens
* Housing Initiatives
* Community Schools
* Multilingual Learning
* Mental Health Support
* UPK
* Universal Meals
* Antibias Education
* Expanded Learning Programs
* Reading by Third Grade
* Black Student Achievement
* Closing the Digital Divide

At the top of this section, there is a green circular icon with a gear symbol in the center.

#### Section 3: 2019 Statewide Literacy Priorities (Third Column – Yellow Background)

This section highlights the priorities from the 2019 CLSD grant. The seven literacy priorities were:

1. Birth to age five
2. TK–5 for Tier 1 literacy instruction
3. TK–5 supporting EL students
4. TK–5 supporting students with reading difficulties
5. Grades 6–12 supporting literacy across the disciplines
6. Grades 6–12 supporting EL students
7. Grades 6–12 supporting students with reading difficulties

At the top of this section, there is a yellow circular icon featuring a book with lines of text.

#### Section 4: 2024 Statewide Literacy Priorities (Rightmost Column – Orange-Red Background)

This section outlines the updated priorities under the 2024 CLSD grant, which focuses on three literacy priorities:

1. Birth to age five programs that build early childhood educator capacity to support early language and literacy skills.
2. TK–5 programs that build educator capacity for evidence-based structured literacy for EL students and students struggling with literacy.
3. Grades 6–12 programs that build educator capacity in all content areas for evidence-based literacy instruction for EL students and students struggling with literacy.

At the top of this section, there is an orange-red circular icon featuring a stylized school building.

The four sections are aligned in a row, and the infographic uses contrasting colors to differentiate the topics. The layout is organized with concise text and bullet points to present information clearly.

[Link to Figure 1: California’s Initiatives and Priorities](#Figure1Image)

### Figure 2: Comprehensive Literacy State Development Grant Logic Model

The updated SLP Logic Model depicts the inputs and resources that will be leveraged throughout the specified activities of the CLSD grant, the outputs that will be monitored, and the outcomes this plan seeks to achieve. The logic model is structured into inputs, outputs, and outcomes to illustrate how literacy initiatives within an MTSS framework lead to improved student achievement. The information is presented in a grid-like format, categorizing activities and impacts at different levels: state, county, district, school site, and student, with short-term, mid-term, and long-term outcomes. The SLP Logic Model illustrates the concept that if the listed inputs are in place and the state activities are completed, the outputs will demonstrate evidence of implementation, and the short-term outcomes and mid-term outcomes will ultimately lead to realization of the long-term outcome of student achievement. The model is visually arranged into sections with clear hierarchical labels. Boxes and columns distinguish each category (inputs, outputs, and outcomes) and organize the information by state, district, county, and school site impacts. The document uses a structured format with bullet points and concise descriptions.

#### Inputs

These inputs represent foundational resources and initiatives driving literacy improvements:

* CLSD Grant Funding
* CLSD National Literacy Center
* CDE
* SLT
* Comprehensive Center at American Institutes of Research
* Institute of Education Sciences What Works Clearinghouse Practice Guides
* SLP 2021
* CA Standards and Frameworks
* CA Policies and Guidance Documents, including the Literacy Roadmap, the *EL Roadmap* Policy, and the CA Dyslexia Guidelines
* CA MTSS Framework
* Reading Difficulties Risk Screener legislation
* Literacy Resources Repository
* CA Grant Programs including CLSD 2019, Literacy Coaches and Reading Specialists Educator Training, and Reading Instruction and Intervention Grants

#### Activities

This column lists the state level actions taken by the CDE.

* CLSD National Communities of Practice
* Online Literacy Resources Repository and Literacy Planning Toolkit
* Comprehensive Needs Assessment
* Convene SLT and revise SLP
* Award subgrants
* Monthly meetings with external partners including IHEs
* Monthly meetings with LLAs and technical assistance
* LLA Quarterly convenings and professional learning
* LLA monitoring
* CLSD newsletters
* Statewide collaborations and presentations (e.g. Curricular and Improvement Support Committee)
* CDE Literacy Roundtables

#### Outputs

This column lists the measurable outputs of participating COEs, districts, and school sites.

##### County

* Number of Implementation Guides
* Number of California Educator Together resources

##### District

* Number of district/school leaders trained on MTSS-aligned systems-level literacy support (e.g. vision-setting, needs assessments, and literacy plan development)
* Number of district or site literacy coaches hired and trained
* Number of district literacy plans, including sustainability measures, (e.g. MTSS, staffing, and funding)

##### School Sites

* Number of site-based staff trained on evidence-based literacy instruction, assessment, and intervention aligned to MTSS (teachers, paras, leaders)
* Number of site literacy plans, including sustainability measures (e.g. MTSS and site literacy teams)

#### Short-Term Outcomes

This column lists the short-term impacts expected at the state, COE, and district levels, as well as at the school site level.

##### State, County, and District Impact

Within an MTSS,

* Increased capacity to develop, maintain, and implement local literacy plans.
* Increased capacity to provide coaching, professional learning, and ongoing support on evidence-based literacy instructional practices.
* Increased capacity to support family engagement.

##### School Site Impact

Within an MTSS,

* Increased capacity to develop, maintain, and implement site literacy plans.
* Increased educator effectiveness in implementation of evidence-based literacy instructional and assessment practices.
* Increased capacity to support family engagement.

#### Mid-Term Outcomes

This column lists the mid-term impacts expected at the district, school site, and student levels.

##### District Impact

* Sustaining literacy supports, including literacy coaching and professional learning.

##### School Site Impact

* Sustaining evidence-based literacy practices through MTSS.
* Sustaining family engagement.

##### Student Impact

* Improved student achievement in literacy asmeasured by local and statewide assessments.

#### Long-Term Outcomes

This column illustrates the expected long-term impact on student achievement.

##### Student Impact

* California students reading on grade level by grade three and beyond.
* Reduce achievement gap for students living in poverty, EL students, students with disabilities, and other identified student populations.

[Link to Figure 2: Comprehensive Literacy State Development Grant Logic Model](#Figure2Image)

### Figure 4: California’s Comprehensive and Integrated Literacy Model

The image is a circular infographic representing California’s approach to ELA and literacy instruction. The design consists of multiple concentric circles, each labeled with key components of the model, with a focus on inclusivity, cultural and linguistic affirmation, and evidence-based teaching and learning. The layered design emphasizes how foundational literacy skills are supported by broader educational systems and values.

#### Center: Universal Evidence-Based Teaching and Learning

At the center, the innermost circles of the *ELA/ELD Framework* Circles of Implementation are pictured. A blue circle contains the text “CA CCSS for ELA/Literacy,” referring to the California Common Core State Standards for ELA and Literacy. Beneath this, the text states:

* Reading, Writing, Speaking and Listening, and Language
* CA ELD Standards in All Disciplines

Surrounding this core are five smaller blue circles, each representing the five key themes of literacy instruction:

* Meaning Making
* Language Development
* Effective Expression
* Content Knowledge
* Foundational Skills

A yellow banner across the center highlights Evidence-Based Teaching and Learning.

#### Middle Ring: Whole Child Approach That Is Inclusive and Culturally and Linguistically Affirming

Encircling the core instruction is a white ring labeled with the terms Whole Child Approach, Inclusive, Culturally Affirming, and Linguistically Affirming. This indicates a comprehensive educational strategy that considers academic and developmental needs.

#### Outer Rings: Support System

Beyond the Whole Child Approach ring, additional layers reinforce the importance of the adults in the system, as well as California’s guiding documents and LCFF priorities. The outermost circle represents that California’s Comprehensive and Integrated Literacy Model operates within the California MTSS.

The green ring and the blue ring are intertwined to demonstrate that the people in the system work together to support students in literacy and language learning.

* Green ring: Family & Community Partnerships
* Blue ring: Well-Prepared & Supported Educators

The yellow ring and the purple ring represent California’s educational system and guidance documents and resources.

* Yellow ring: California’s Guidance, Resources, & LCFF Priorities
* Purple ring: California’s Multi-Tiered System of Support for All Students

[Link to Figure 4: CILM](#Figure4Image)

### Figure 5: California Multi-Tiered System of Support Continuum of Support

The image is a visual representation of the "California MTSS Continuum of Support." It presents a tiered system of support for students within the MTSS framework. The layout consists of three main sections, each corresponding to a different level of support: Universal, Supplemental, and Intensified. Each section includes a title, a brief explanation, and a visual representation of students.

At the top, the title "California MTSS Continuum of Support" is prominently displayed in bold black and orange text. Below the title, a description states:

*Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.*

The visual is divided into three horizontal bands, each with an icon-based representation of student groups.

1. Universal Support (All Students) – Top Section:
   1. A purple banner contains white text that reads, "ALL STUDENTS."
   2. An icon-based representation of students shows a diverse group, all depicted as standing upright and wearing various colors.
   3. A blue box to the right explains Universal Support:

*Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.*

1. Supplemental Support (Some Students) – Middle Section:
   1. A purple banner contains white text that reads, "SOME STUDENTS."
   2. The student icon representation shows a smaller subset of the original group (some are highlighted), indicating that only a portion of students receive this level of support.
   3. A blue box to the right provides an explanation of Supplemental Support:

*Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal support services, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.*

1. Intensified Support (Few Students) – Bottom Section:
   1. A purple banner contains white text that reads, "FEW STUDENTS."
   2. The student icons in this section show an even smaller subset of the group, indicating that only a few students require and receive this level of support.
   3. A blue box to the right provides an explanation of Intensified Support:

*Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of, universal and supplemental supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.*

The bottom of the image contains attribution text: *Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. Swiftschools.org.*

In the lower-right corner, logos from various organizations are displayed, including:

* The California MTSS logo, which features a colorful umbrella design above the words "California MTSS."
* Three additional circular logos representing different education organizations, including the California Department of Education, Orange County Department of Education, and Butte County Office of Education.

[Link to Figure 5: California MTSS Continuum of Support](#Figure5Image)

## Appendix E: Data Tables

Below are the 2018–19 and 2023–24 CAASPP ELA/Literacy Overall Results for comparison between the data used the year the SLP was adopted versus the most recent data. Trend and cohort data are available in appendix G.

### 2018–19 and 2023–24 California Assessment of Student Performance and Progress English Language Arts/Literacy Results

#### 2018–19 and 2023–24 California Assessment of Student Performance and Progress English Language Arts/Literacy Overall Results

A comparison of CAASPP ELA/Literacy results overall for the 2018–19 and 2023–24 school years show that 28.04 percent of students did not meet the grade level standard, not including the Standard Nearly Met (Level 2) achievement level. Writing and Reading domains show the highest percentages of students below standard. Across the domains, the student groups with the highest percentages of students not meeting the grade level standard are students with disabilities, English learner students, and Black/African American students.

| **Grade Level** | **Standard Exceeded** | **Standard Met** | **Standard Nearly Met** | **Standard Not Met** |
| --- | --- | --- | --- | --- |
| 2018–19 Overall | 22.48% | 28.62% | 22.28% | 26.63% |
| 2023–24 Overall | 21.02% | 26.02% | 21.80% | 31.15% |
| 2018–19 Grade 3 | 26.35% | 22.19% | 23.42% | 28.04% |
| 2023–24 Grade 3 | 23.23% | 19.57% | 22.61% | 34.59% |
| 2018–19 Grade 5 | 23.66% | 28.02% | 19.88% | 28.44% |
| 2023–24 Grade 5 | 22.20% | 25.17% | 19.41% | 33.22% |
| 2018–19 Grade 8 | 17.04% | 32.37% | 24.93% | 25.66% |
| 2023–24 Grade 8 | 15.96% | 30.00% | 21.38% | 21.35% |
| 2018–19 Grade 11 | 27.10% | 30.17% | 21.38% | 21.35% |
| 2023–24 Grade 11 | 26.23% | 29.50% | 20.89% | 23.38% |

#### 2023–24 California Assessment of Student Performance and Progress English Language Arts/Literacy Results by Domain

| **Domain** | **Grade Level** | **Above Standard** | **Near Standard** | **Below Standard** |
| --- | --- | --- | --- | --- |
| Reading | All Students | 19.03% | 55.98% | 24.99% |
| Reading | Grade 3 | 16.85% | 58.77% | 24.37% |
| Reading | Grade 5 | 17.89% | 58.96% | 23.14% |
| Reading | Grade 8 | 17.84% | 52.76% | 29.41% |
| Reading | Grade 11 | 25.54% | 53.64% | 20.82% |
| Writing | All Students | 19.59% | 49.59% | 30.81% |
| Writing | Grade 3 | 16.40% | 49.91% | 33.69% |
| Writing | Grade 5 | 18.83% | 52.17% | 28.99% |
| Writing | Grade 8 | 18.17% | 49.85% | 31.97% |
| Writing | Grade 11 | 29.03% | 45.96% | 25.01% |
| Listening | All Students | 19.06% | 61.35% | 16.39% |
| Listening | Grade 3 | 16.32% | 60.54% | 23.14% |
| Listening | Grade 5 | 18.63% | 59.68% | 21.69% |
| Listening | Grade 8 | 20.72% | 62.47% | 16.81% |
| Listening | Grade 11 | 23.96% | 60.54% | 15.50% |
| Research/Inquiry | All Students | 19.06% | 61.35% | 19.59% |
| Research/Inquiry | Grade 3 | 16.32% | 60.54% | 23.14% |
| Research/Inquiry | Grade 5 | 18.63% | 59.68% | 21.69% |
| Research/Inquiry | Grade 8 | 20.72% | 62.47% | 16.81% |
| Research/Inquiry | Grade 11 | 23.96% | 61.35% | 15.50% |

#### 2018–19 and 2023–24 California Assessment of Student Performance and Progress English Language Arts/Literacy Overall Results by Student Group

| **Student Group** | **Standard Exceeded** | **Standard Met** | **Standard Nearly Met** | **Standard Not Met** |
| --- | --- | --- | --- | --- |
| 2018–19 All Students | 22.48% | 28.62% | 22.28% | 26.63% |
| 2023–24 All Students | 21.02% | 26.02% | 21.80% | 31.15% |
| 2018–19 Economically Disadvantaged | 13.00% | 26.19% | 25.63% | 35.17% |
| 2023–24 Economically Disadvantaged | 13.22% | 23.59% | 24.03% | 39.15% |
| 2018–19 Students with Disabilities | 5.21% | 11.14% | 19.29% | 64.35% |
| 2023–24 Students with Disabilities | 5.14% | 10.69% | 18.56% | 65.62% |
| 2018–19 English Learners | 2.38% | 10.43% | 25.18% | 62.01% |
| 2023–24 English Learners | 1.76% | 8.53% | 22.67% | 68.87% |
| 2018–19 Black/African American | 10.81% | 22.38% | 24.10% | 42.71% |
| 2023–24 Black/African American | 10.31% | 20.03% | 22.85% | 46.81% |
| 2018–19 Hispanic/Latino | 13.66% | 27.15% | 25.85% | 33.35% |
| 2023–24 Hispanic/Latino | 12.70% | 24.08% | 24.50% | 38.72% |

#### 2023–24 California Assessment of Student Performance and Progress English Language Arts/Literacy Results by Domain and Student Group

| **Domain** | **Student Group** | **Above Standard** | **Near Standard** | **Below Standard** |
| --- | --- | --- | --- | --- |
| Reading | All Students | 24.99% | 55.98% | 19.03% |
| Reading | Economically Disadvantaged | 12.64% | 56.22% | 31.14% |
| Reading | Students with Disabilities | 5.68% | 44.35% | 49.97% |
| Reading | English Learners | 1.83% | 45.26% | 52.91% |
| Reading | Black/African American | 10.67% | 53.36% | 35.97% |
| Reading | Hispanic/Latino | 12.26% | 56.66% | 12.26% |
| Writing | All Students | 19.59% | 49.59% | 30.81% |
| Writing | Economically Disadvantaged | 12.89% | 48.96% | 38.16% |
| Writing | Students with Disabilities | 4.19% | 31.39% | 64.42% |
| Writing | English Learners | 2.06% | 36.47% | 61.47% |
| Writing | Black/African American | 9.88% | 43.79% | 46.33% |
| Writing | Hispanic/Latino | 12.47% | 49.93% | 37.61% |
| Listening | All Students | 19.06% | 61.35% | 16.39% |
| Listening | Economically Disadvantaged | 9.68% | 70.25% | 20.07% |
| Listening | Students with Disabilities | 5.37% | 60.98% | 33.65% |
| Listening | English Learners | 3.36% | 62.96% | 33.68% |
| Listening | Black/African American | 8.42% | 68.13% | 23.45% |
| Listening | Hispanic/Latino | 9.53% | 70.56% | 19.92% |
| Research/Inquiry | All Students | 19.06% | 61.35% | 19.59% |
| Research/Inquiry | Economically Disadvantaged | 13.56% | 62.20% | 24.24% |
| Research/Inquiry | Students with Disabilities | 5.51% | 53.29% | 41.19% |
| Research/Inquiry | English Learners | 3.00% | 55.84% | 41.16% |
| Research/Inquiry | Black/African American | 10.47% | 59.99% | 29.54% |
| Research/Inquiry | Hispanic/Latino | 13.34% | 62.73% | 29.93% |

#### 2023–24 Grade Three California Assessment of Student Performance and Progress English Language Arts/Literacy Overall Results by Student Group

| **Student Group** | **Standard Exceeded** | **Standard Met** | **Standard Nearly Met** | **Standard Not Met** |
| --- | --- | --- | --- | --- |
| All Students | 23.23% | 19.57% | 22.61% | 34.59% |
| Economically Disadvantaged | 15.03% | 17.48% | 24.32% | 43.17% |
| Students with Disabilities | 8.79% | 10.68% | 19.19% | 61.34% |
| English Learners | 4.37% | 10.97% | 24.02% | 60.63% |
| Black/African American | 12.70% | 15.52% | 22.23% | 49.55% |
| Hispanic/Latino | 14.48% | 17.79% | 24.63% | 43.11% |

#### 2023–24 Grade Three California Assessment of Student Performance and Progress English Language Arts/Literacy Results by Domain and Student Group

CAASPP ELA/Literacy results for grade three show that 34.59 percent of students did not meet the grade level standard, as compared to 28.04 percent in the 2018–19 school year. This does not include the Standard Nearly Met (Level 2) achievement level. Writing and Reading domains show the highest percentages of students below standard. Across the domains, the student groups with the highest percentages of students not meeting the grade level standard are students with disabilities, English learner students, and economically disadvantaged students.

| **Domain** | **Student Group** | **Above Standard** | **Near Standard** | **Below Standard** |
| --- | --- | --- | --- | --- |
| Reading | All Students | 16.85% | 58.77% | 24.37% |
| Reading | Economically Disadvantaged | 10.93% | 58.76% | 30.32% |
| Reading | Students with Disabilities | 6.92% | 51.16% | 41.93% |
| Reading | English Learners | 3.25% | 53.65% | 43.10% |
| Reading | Black/African American | 9.96% | 55.82% | 34.22% |
| Reading | Hispanic/Latino | 10.58% | 59.09% | 30.34% |
| Writing | All Students | 33.69% | 49.91% | 16.40% |
| Writing | Economically Disadvantaged | 41.28% | 48.26% | 10.46% |
| Writing | Students with Disabilities | 58.34% | 35.94% | 5.72% |
| Writing | English Learners | 55.37% | 40.00% | 3.67% |
| Writing | Black/African American | 47.34% | 40.96% | 8.71% |
| Writing | Hispanic/Latino | 41.17% | 49.00% | 9.83% |
| Listening | All Students | 16.32% | 71.01% | 17.60% |
| Listening | Economically Disadvantaged | 7.97% | 70.88% | 21.15% |
| Listening | Students with Disabilities | 5.58% | 63.54% | 30.88% |
| Listening | English Learners | 3.93% | 67.36% | 28.71% |
| Listening | Black/African American | 6.84% | 68.66% | 24.50% |
| Listening | Hispanic/Latino | 7.84% | 71.15% | 21.01% |
| Research/Inquiry | All Students | 16.32% | 60.54% | 23.14% |
| Research/Inquiry | Economically Disadvantaged | 11.20% | 60.34% | 28.46% |
| Research/Inquiry | Students with Disabilities | 6.87% | 51.56% | 41.57% |
| Research/Inquiry | English Learners | 4.44% | 55.81% | 39.75% |
| Research/Inquiry | Black/African American | 9.23% | 57.03% | 33.74% |
| Research/Inquiry | Hispanic/Latino | 10.84% | 60.80% | 28.36% |

#### 2023–24 Grade Five California Assessment of Student Performance and Progress English Language Arts/Literacy Overall Results by Student Group

| **Student Group** | **Standard Exceeded** | **Standard Met** | **Standard Nearly Met** | **Standard Not Met** |
| --- | --- | --- | --- | --- |
| All Students | 22.20% | 25.17% | 19.41% | 33.22% |
| Economically Disadvantaged | 13.67% | 23.02% | 21.40% | 41.92% |
| Students with Disabilities | 5.76% | 11.28% | 15.30% | 67.66% |
| English Learners | 1.42% | 10.03% | 20.73% | 67.82% |
| Black/African American | 10.83% | 19.65% | 19.52% | 50.00% |
| Hispanic/Latino | 13.13% | 23.45% | 21.86% | 41.56% |

#### 2023–24 Grade Five California Assessment of Student Performance and Progress English Language Arts/Literacy Results by Domain and Student Group

CAASPP ELA/Literacy results for grade five show that 33.22 percent of students did not meet the grade level standard, as compared to 28.44 in the 2018–19 school year. This does not include the Standard Nearly Met (Level 2) achievement level. Research and Reading domains show the highest percentages of students below standard. Across the domains, the student groups with the highest percentages of students not meeting the grade level standard are students with disabilities, English learner students, and economically disadvantaged students.

| **Domain** | **Student Group** | **Above Standard** | **Near Standard** | **Below Standard** |
| --- | --- | --- | --- | --- |
| Reading | All Students | 17.89% | 58.96% | 23.14% |
| Reading | Economically Disadvantaged | 11.61% | 59.18% | 29.21% |
| Reading | Students with Disabilities | 5.89% | 47.71% | 46.40% |
| Reading | English Learners | 1.80% | 49.97% | 48.23% |
| Reading | Black/African American | 9.65% | 56.23% | 34.12% |
| Reading | Hispanic/Latino | 11.21% | 59.68% | 29.11% |
| Writing | All Students | 18.83% | 52.17% | 28.99% |
| Writing | Economically Disadvantaged | 11.82% | 51.92% | 36.27% |
| Writing | Students with Disabilities | 4.46% | 33.18% | 62.36% |
| Writing | English Learners | 2.23% | 41.01% | 56.76% |
| Writing | Black/African American | 9.39% | 46.36% | 44.25% |
| Writing | Hispanic/Latino | 11.21% | 53.05% | 35.74% |
| Listening | All Students | 14.00% | 69.00% | 17.00% |
| Listening | Economically Disadvantaged | 10.37% | 68.55% | 21.08% |
| Listening | Students with Disabilities | 6.42% | 57.78% | 35.79% |
| Listening | English Learners | 4.19% | 61.55% | 34.26% |
| Listening | Black/African American | 8.83% | 66.58% | 24.59% |
| Listening | Hispanic/Latino | 10.23% | 68.83% | 20.95% |
| Research/Inquiry | All Students | 18.63% | 59.68% | 21.69% |
| Research/Inquiry | Economically Disadvantaged | 12.83% | 60.28% | 26.89% |
| Research/Inquiry | Students with Disabilities | 5.88% | 49.41% | 44.71% |
| Research/Inquiry | English Learners | 3.06% | 54.49% | 42.45% |
| Research/Inquiry | Black/African American | 9.83% | 57.17% | 33.00% |
| Research/Inquiry | Hispanic/Latino | 12.56% | 60.93% | 12.56% |

#### 2023–24 Grade Eight California Assessment of Student Performance and Progress English Language Arts/Literacy Overall Results by Student Group

| **Student Group** | **Standard Exceeded** | **Standard Met** | **Standard Nearly Met** | **Standard Not Met** |
| --- | --- | --- | --- | --- |
| All Students | 15.96% | 30.00% | 24.31% | 29.74% |
| Economically Disadvantaged | 9.41% | 26.42% | 26.84% | 37.33% |
| Students with Disabilities | 2.34% | 9.77% | 20.20% | 67.70% |
| English Learners | 0.00% | 4.43% | 21.39% | 74.01% |
| Black/African American | 7.16% | 22.32% | 25.81% | 44.70% |
| Hispanic/Latino | 8.87% | 26.69% | 27.42% | 37.02% |

#### 2023–24 Grade Eight California Assessment of Student Performance and Progress English Language Arts/Literacy Results by Domain and Student Group

CAASPP ELA/Literacy results for grade eight show that 29.74 percent of students did not meet the grade level standard, as compared with 25.66 percent in the 2018–19 school year. This does not include the Standard Nearly Met (Level 2) achievement level. Reading and Research domains have the highest percentages of students below standard. Across the domains, the student groups with the highest percentages of students not meeting the grade level standard are English learner students, students with disabilities, and economically disadvantaged students.

| **Domain** | **Student Group** | **Above Standard** | **Near Standard** | **Below Standard** |
| --- | --- | --- | --- | --- |
| Reading | All Students | 17.84% | 52.76% | 29.41% |
| Reading | Economically Disadvantaged | 11.79% | 51.95% | 36.27% |
| Reading | Students with Disabilities | 3.99% | 35.66% | 60.35% |
| Reading | English Learners | 0.59% | 30.16% | 69.25% |
| Reading | Black/African American | 9.71% | 49.48% | 40.80% |
| Reading | Hispanic/Latino | 11.27% | 52.32% | 36.40% |
| Writing | All Students | 18.17% | 49.85% | 31.97% |
| Writing | Economically Disadvantaged | 11.75% | 48.72% | 39.53% |
| Writing | Students with Disabilities | 2.73% | 27.27% | 70.00% |
| Writing | English Learners | 0.84% | 27.98% | 71.18% |
| Writing | Black/African American | 9.04% | 43.07% | 47.89% |
| Writing | Hispanic/Latino | 11.22% | 49.67% | 39.10% |
| Listening | All Students | 14.16% | 69.63% | 16.21% |
| Listening | Economically Disadvantaged | 10.45% | 69.62% | 19.93% |
| Listening | Students with Disabilities | 5.18% | 60.36% | 34.47% |
| Listening | English Learners | 2.74% | 58.55% | 38.72% |
| Listening | Black/African American | 9.40% | 67.32% | 23.28% |
| Listening | Hispanic/Latino | 10.22% | 69.94% | 19.84% |
| Research/Inquiry | All Students | 20.72% | 62.47% | 16.81% |
| Research/Inquiry | Economically Disadvantaged | 15.02% | 64.20% | 20.78% |
| Research/Inquiry | Students with Disabilities | 4.75% | 57.63% | 37.62% |
| Research/Inquiry | English Learners | 1.91% | 56.57% | 41.52% |
| Research/Inquiry | Black/African American | 11.60% | 63.14% | 25.26% |
| Research/Inquiry | Hispanic/Latino | 14.75% | 64.64% | 20.61% |

#### 2023–24 Grade Eleven California Assessment of Student Performance and Progress English Language Arts/Literacy Overall Results by Student Group

| **Student Group** | **Standard Exceeded** | **Standard Met** | **Standard Nearly Met** | **Standard Not Met** |
| --- | --- | --- | --- | --- |
| All Students | 26.23% | 29.50% | 20.89% | 23.38% |
| Economically Disadvantaged | 18.22% | 28.88% | 23.85% | 29.05% |
| Students with Disabilities | 4.10% | 12.88% | 23.90% | 59.12% |
| English Learners | 0.41% | 7.05% | 23.67% | 68.87% |
| Black/African American | 13.73% | 24.76% | 24.60% | 36.92% |
| Hispanic/Latino | 17.74% | 29.44% | 24.22% | 28.60% |

#### 2023–24 Grade Eleven California Assessment of Student Performance and Progress English Language Arts/Literacy Results by Domain and Student Group

CAASPP ELA/Literacy results for grade eleven show that 23.88 percent of students did not meet the grade level standard, as compared with 21.35 percent in the 2018–19 school year. This does not include the Standard Nearly Met (Level 2) achievement level. Reading and Writing domains show the highest percentages of students below standard. Across the domains, the student groups with the highest percentages of students not meeting the grade level standard are English learner students, students with disabilities, economically disadvantaged and Black/African American students.

| **Domain** | **Student Group** | **Above Standard** | **Near Standard** | **Below Standard** |
| --- | --- | --- | --- | --- |
| Reading | All Students | 25.54% | 53.64% | 20.82% |
| Reading | Economically Disadvantaged | 18.69% | 55.66% | 25.65% |
| Reading | Students with Disabilities | 6.12% | 45.34% | 48.55% |
| Reading | English Learners | 1.33% | 40.43% | 58.24% |
| Reading | Black/African American | 15.80% | 53.72% | 30.48% |
| Reading | Hispanic/Latino | 18.21% | 56.27% | 25.52% |
| Writing | All Students | 29.03% | 45.96% | 25.01% |
| Writing | Economically Disadvantaged | 21.52% | 47.79% | 30.69% |
| Writing | Students with Disabilities | 4.97% | 34.33% | 60.70% |
| Writing | English Learners | 1.44% | 31.82% | 66.74% |
| Writing | Black/African American | 15.78% | 44.51% | 39.71% |
| Writing | Hispanic/Latino | 21.21% | 48.75% | 30.04% |
| Listening | All Students | 15.33% | 70.86% | 13.81% |
| Listening | Economically Disadvantaged | 11.82% | 71.65% | 16.53% |
| Listening | Students with Disabilities | 5.40% | 65.70% | 28.90% |
| Listening | English Learners | 2.48% | 63.30% | 34.22% |
| Listening | Black/African American | 10.52% | 70.34% | 19.14% |
| Listening | Hispanic/Latino | 11.61% | 71.96% | 11.61% |
| Research/Inquiry | All Students | 23.96% | 60.54% | 15.50% |
| Research/Inquiry | Economically Disadvantaged | 18.28% | 62.92% | 18.80% |
| Research/Inquiry | Students with Disabilities | 5.38% | 58.78% | 35.85% |
| Research/Inquiry | English Learners | 3.00% | 55.84% | 41.16% |
| Research/Inquiry | Black/African American | 13.78% | 62.50% | 23.72% |
| Research/Inquiry | Hispanic/Latino | 18.02% | 63.37% | 18.61% |

### Comprehensive Statewide Literacy Needs Assessment

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

| **Subtopic** | **Not yet emerging** | **Emerging** | **Developing** | **Operationalizing** | **Optimizing** |
| --- | --- | --- | --- | --- | --- |
| A4: Promote teacher leadership | 7% | 23% | 35% | 29% | 5% |
| A3: Ensure onsite literacy leadership team | 28% | 34% | 23% | 11% | 3% |
| A2: Support implementation of core curricula | 5% | 27% | 32% | 31% | 5% |
| A1: Build staff capacity to implement literacy instruction | 3% | 28% | 37% | 28% | 5% |

#### Key Topic B: Assessment Practices and Intervention Supports

| **Subtopic** | **Not yet emerging** | **Emerging** | **Developing** | **Operationalizing** | **Optimizing** |
| --- | --- | --- | --- | --- | --- |
| B4: Using assessments in multiple languages | 33% | 30% | 25% | 10% | 3% |
| B3: Literacy and language supports and interventions | 5% | 31% | 26% | 31% | 7% |
| B2: Universal literacy screening measures | 14% | 28% | 24% | 25% | 9% |
| B1: Assessment informing decisions | 5% | 23% | 30% | 35% | 7% |

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

| **Subtopic** | **Not yet emerging** | **Emerging** | **Developing** | **Operationalizing** | **Optimizing** |
| --- | --- | --- | --- | --- | --- |
| C4: Supporting all learners | 7% | 41% | 32% | 13% | 8% |
| C3: Academic language across content areas | 9% | 29% | 33% | 23% | 6% |
| C2: California's literacy-related guidance and policy documents | 10% | 46% | 29% | 13% | 2% |
| C1: Literacy across content areas | 8% | 14% | 32% | 38% | 7% |

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

| **Subtopic** | **Not yet emerging** | **Emerging** | **Developing** | **Operationalizing** | **Optimizing** |
| --- | --- | --- | --- | --- | --- |
| D4: Relationships with literacy-focused organizations | 12% | 32% | 31% | 20% | 5% |
| D3: Positive relationships with early education providers | 22% | 22% | 21% | 29% | 7% |
| D2: Asset orientation toward linguistic and cultural diversity | 7% | 34% | 32% | 20% | 7% |
| D1: Family and community engagement | 4% | 22% | 35% | 26% | 13% |

## Appendix F: California’s Diversity

It is critical to understand the demographics of California’s students so that schools and communities can best support their students and families. As noted in the *ELA/ELD Framework*:

California’s students demonstrate a wide variety of skills, abilities, and interests as well as varying proficiency in English and other languages. They come from diverse cultural, linguistic, ethnic, and religious backgrounds, have different experiences, and live in various familial and socioeconomic circumstances. The greater the variation of the student population, the richer the learning opportunities for all and the more assets upon which teachers may draw. At the same time, the teachers’ work is more complex as they strive to provide high-quality curricula and instruction that is sensitive and attentive to the needs of individuals. (*ELA/ELD Framework* [CDE 2015, 881])

In Chapter 9: Access and Equity of the *ELA/ELD Framework*, the State of California recognizes its deep responsibility to ensure that every student receives a world-class 21st century education, one that supports the achievement of their highest potential. Highlighted below and throughout this plan are groups of students for whom it is especially important to acknowledge and value the resources they bring to school. These groups are also addressed to underscore the need for schools to make the shifts necessary to ensure educational access and equity for all students. Though presented separately, **these populations are not mutually exclusive**; many students may be members of multiple groups. Furthermore, it is important that, while teachers inform themselves about the aspects of their students’ backgrounds, **each population is a heterogeneous group**. Therefore, teachers should know their students as **individuals**.

In the 2023–24 school year, the ethnic distribution of TK–12 students was as follows:

* 56.1 percent Hispanic/Latino
* 20.3 percent White
* 9.9 percent Asian
* 4.9 percent African American
* 4.6 percent Two or More Races
* 2.2 percent Filipino
* 0.4 percent American Indian/Alaska Native
* 0.4 percent Pacific Islander
* 1.1 percent None Reported

A glimpse into the diversity of the 5.8 million students in California shows that as of the 2023–24 school year, there were 1.1 million (18 percent) EL students; 187,756 (17.5 percent) EL students with disabilities, and 211,218 (19.7 percent) long-term EL students; 253,256 (4.3 percent) immigrant students; and 78,885 (1.3 percent) migratory students. Socioeconomically disadvantaged students make up 61.5 percent of the student population. California has 850,995 students with disabilities between the ages 0–22, which comprises approximately 14.5 percent of the state’s total student population. The top three primary disability categories are Specific Learning Disability (32.9 percent), Speech and Language (21.3 percent), and Autism (19.9 percent).

### Children in Early Education Programs

In 2021, the CDE transferred most early learning and care programs to the California Department of Social Services. The CDE still maintains oversight of the California State Preschool Program and Transitional Kindergarten. These programs are now part of CDE’s UPK system.

CSPP data from the 2022–23 school year shows that 100,081 children were enrolled. The ethnic distribution of these CSPP students was as follows:

* 72 percent Hispanic/Latino
* 11 percent White
* 8 percent Asian
* 7 percent African American
* 2 percent Two or More Races
* 0.0 percent Pacific Islander
* 0.0 percent American Indian or Alaska Native

A glimpse into the diversity of the 100,081 children in CSPP in California indicates 58 percent were dual language learners and 5,564 had special needs or were in Individualized Education Programs.

## Appendix G: California Assessment of Student Performance and Progress Trend and Cohort Results

### California Assessment of Student Performance and Progress English Language Arts/Literacy Grade Three Scale Score Gaps Over Time

| **Comparison** | **2015** | **2016** | **2017** | **2018** | **2019** | **2022** | **2023** | **2024** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Difference Between White and Hispanic/Latino Student Scale Score Mean | 60 | 60 | 57 | 53 | 51 | 62 | 59 | 57 |
| Difference Between White and Black/African American Student Scale Score Mean | 69 | 71 | 71 | 68 | 69 | 75 | 75 | 70 |
| Difference Between Students with No Reported Disability and Students with Disability Scale Score Mean | 70 | 75 | 77 | 78 | 75 | 68 | 70 | 73 |
| Difference Between English Only and English Learner Student Scale Score Mean | 56 | 64 | 66 | 68 | 73 | 71 | 74 | 76 |

### California Assessment of Student Performance and Progress English Language Arts/Literacy Grade Five Scale Score Gaps Over Time

| **Comparison** | **2015** | **2016** | **2017** | **2018** | **2019** | **2022** | **2023** | **2024** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Difference Between White and Hispanic/Latino Student Scale Score Mean | 62 | 61 | 63 | 61 | 59 | 62 | 64 | 61 |
| Difference Between White and Black/African American Student Scale Score Mean | 76 | 78 | 81 | 80 | 79 | 80 | 83 | 80 |
| Difference Between Students with No Reported Disability and Students with Disability Scale Score Mean | 97 | 104 | 106 | 104 | 101 | 96 | 98 | 102 |
| Difference Between English Only and English Learner Student Scale Score Mean | 87 | 90 | 94 | 99 | 97 | 92 | 96 | 101 |

### California Assessment of Student Performance and Progress English Language Arts/Literacy Grade Eight Scale Score Gaps Over Time

| **Comparison** | **2015** | **2016** | **2017** | **2018** | **2019** | **2022** | **2023** | **2024** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Difference Between White and Hispanic/Latino Student Scale Score Mean | 59 | 61 | 62 | 61 | 60 | 60 | 62 | 60 |
| Difference Between White and Black/African American Student Scale Score Mean | 73 | 77 | 78 | 80 | 81 | 79 | 79 | 79 |
| Difference Between Students with No Reported Disability and Students with Disability Scale Score Mean | 106 | 114 | 116 | 117 | 115 | 116 | 115 | 116 |
| Difference Between English Only and English Learner Student Scale Score Mean | 109 | 116 | 121 | 124 | 122 | 118 | 126 | 131 |

### California Assessment of Student Performance and Progress English Language Arts/Literacy Grade Eleven Scale Score Gaps Over Time

| **Comparison** | **2015** | **2016** | **2017** | **2018** | **2019** | **2022** | **2023** | **2024** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Difference Between White and Hispanic/Latino Student Scale Score Mean | 58 | 58 | 62 | 62 | 61 | 64 | 64 | 60 |
| Difference Between White and Black/African American Student Scale Score Mean | 78 | 83 | 87 | 89 | 88 | 90 | 89 | 85 |
| Difference Between Students with No Reported Disability and Students with Disability Scale Score Mean | 122 | 127 | 133 | 132 | 130 | 132 | 130 | 131 |
| Difference Between English Only and English Learner Student Scale Score Mean | 135 | 141 | 147 | 151 | 153 | 152 | 154 | 156 |

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