

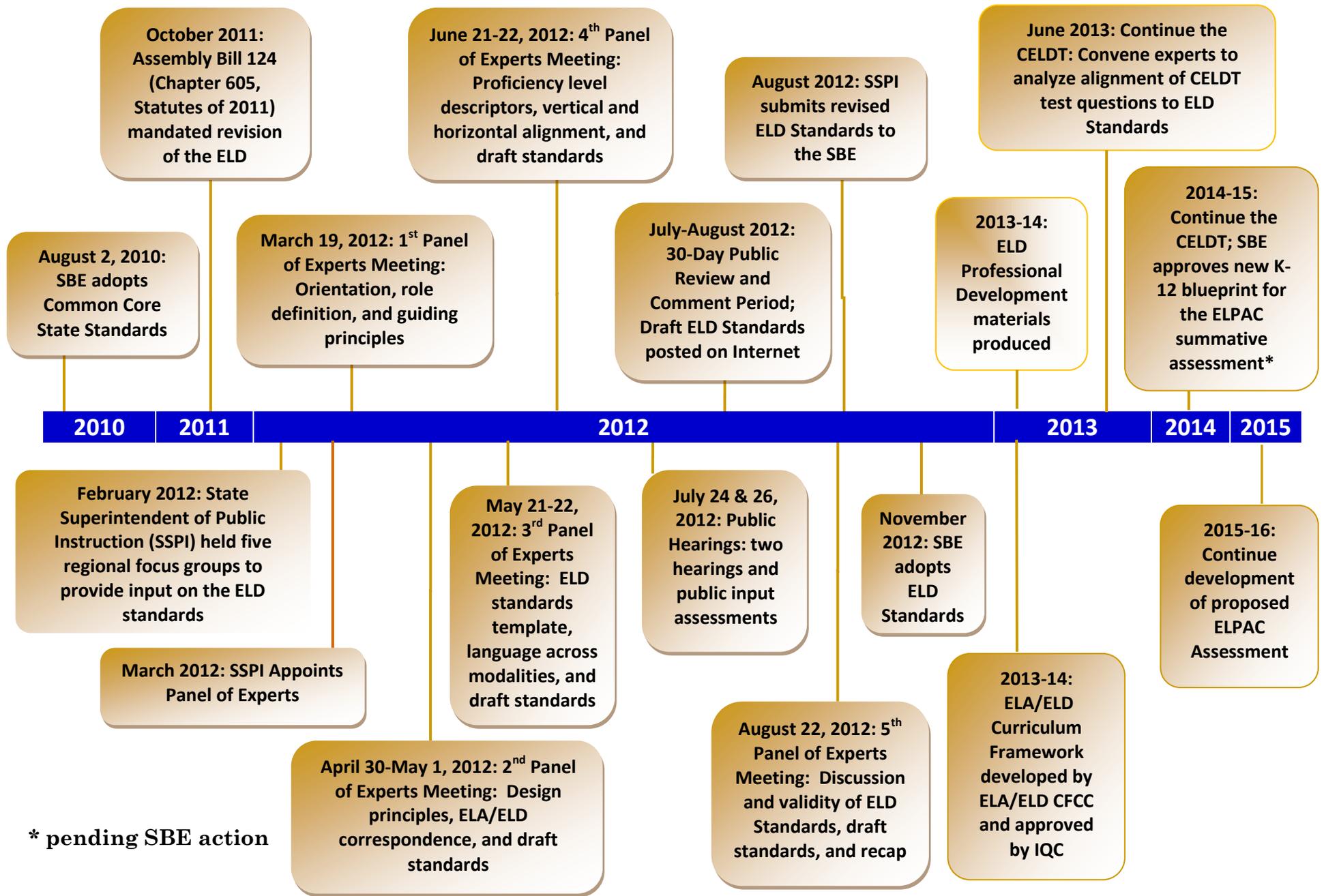
The Great Seal of the State of California is the background of the page. It features a central figure, Minerva, seated on a rock and holding a staff topped with a grizzly bear. She is wearing a red cape and a blue dress. The seal is circular with a gold border containing the text "THE GREAT SEAL OF THE STATE OF CALIFORNIA" and "EUREKA" at the top. The background of the seal depicts a landscape with mountains, a bay with several sailing ships, and a miner in the foreground.

DRAFT June 27, 2013

**California English Language Development
Standards Implementation Plan**

California Department of Education

California Common Core State Standards: English Language Development Implementation – Significant Milestones



* pending SBE action

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June 27, 2013

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Mission Statement

California will provide a world-class education for all students, from early childhood to adulthood. The California Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

The California Department of Education (CDE) oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool and child care programs.

California's English Learners

There are 1.4 million English learners in California. California's English Learner students (ELs) come to California schools from all over the world, and from within California, with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community.

More than 40 percent of students in California speak a language other than English, and about 25 percent of students in California

are not yet fluent in English (California Department of Education, 2012). Those students enter school with language abilities very different from monolingual English-speaking students, who begin school with speaking vocabularies of between 2,000 and 8,000 words (CDE, 2012).

All of these factors inform how educators support ELs to achieve academic success through the implementation of the new SBE adopted English language development standards, known as the California Common Core State Standards for English Language Development (CA ELD Standards), and the academic content standards, known as the California Common Core State Standards for English Language Arts and literacy in History/Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA ELD Standards are designed to be used by all teachers of academic content and of English Language Development (ELD), appropriate to the setting and identified student needs. Additionally, the CA ELD Standards are designed and intended to be used in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

The Purpose of This Document

The California Common Core State Standards for English Language Development (CA ELD Standards) Implementation Plan identifies major phases and activities in the implementation of the CA ELD Standards throughout California's educational system. The plan describes the philosophy of and strategies for the successful integration of the CA ELD Standards that align to the California Common Core State Standards for English Language Arts and

literacy in History/Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy to address English language and literacy skills English learners need in key content areas.

While it provides a pathway for activities related to implementation, this document is not designed to be an exhaustive task list. Nor is its purpose to identify or discuss the specifics of the standards themselves—many other resources produced by the CDE and its collaborative partners provide reviews and analyses of the CA ELD Standards.

The purpose of this document is to supplement the CA CCSS for ELA/Literacy by further detailing the specific English language development implementation activities as they relate to the CA CCSS for ELA/Literacy implementation activities.

LEAs should use this plan to develop their own specific implementation plans in order to meet their own local needs. This plan provides LEAs with information on the CA ELD Standards alignment work of statewide programs that involve most, if not all, LEAs. It also includes information regarding many specific resources they may wish to utilize and implementation activities in which they may choose to participate.

CA ELD Standards aligned to the CA CCSS for ELA/Literacy

The CA ELD Standards, adopted by the SBE in November 2012, are aligned to the CA CCSS for ELA/Literacy. These next generation standards, along with the CCSS for Mathematics and the Next Generation Science Standards, are part of a national movement to ensure K–12 students gain the necessary literacy and mathematical

understanding and practices required in twenty-first century higher education and workplace communities. The sponsors of the CCSS Initiative specify that these new standards are intended to apply to all students, including English learners:

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.¹

California’s ELs may need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. Assembly Bill 124 was enacted and required the State Superintendent of Public Instruction, in consultation with the SBE, to update, revise, and align the state’s current ELD standards to the state’s ELA standards by grade level.

The CA ELD Standards were required to clarify the knowledge, skills and abilities needed to help ELs engage with and master the next generation standards, including college- and career-readiness standards.

In response to this legislation, the CDE, with the assistance of the California Comprehensive Assistance Center at WestEd in

¹ <http://www.corestandards.org/assets/application-for-english-learners.pdf>

partnership with WestEd’s Assessment and Standards Development Services Program, conducted an extensive and robust process to develop and validate new ELD standards that align to the CA CCSS for ELA/Literacy and address English language and literacy skills that English learners need in key content areas. This process was grounded in two core principles:

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

The first principle included comprehensive guidance and review provided by the CDE, statewide focus groups, a state-appointed Panel of Experts, as well as comments on a draft of the standards from the public via public hearings and written feedback. Public commenters included teachers, principals, staff in district and county offices of education, advocacy groups, educational scholars, and other educational community members. The input from the field reflected a need to prioritize that the CA ELD Standards be understandable, usable, and easily transferable to all classroom curriculum as well as instruction for stand-alone ELD. The CA ELD Standards should be meaningful and coherent as well as include an appropriate level of specificity and examples. They should also be rigorous, concise, and measurable while reflecting the horizontal and vertical alignment with proficiency levels as well as grade levels.

For the second principle, three overlapping guidance areas were analyzed: theoretical foundations; current empirical research and research reviews; and additional relevant guidance documents, such as policy documents.

California Common Core State Standards for English Language Development (CA ELD Standards)

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

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

1. **Fewer:** Those standards which are necessary and essential for development and success;
2. **Clearer:** A coherent body of standards that have clear links to curriculum and assessments; and
3. **Higher:** Correspondence with the elevated standards in the CA CCSS for ELA/Literacy.

California Common Core State Standards for English Language Development Implementation Plan

California's adoption of the CA ELD Standards demonstrates its commitment to providing a world-class education to all of its students. California's implementation of the CA ELD Standards renews its vision *that all students graduating from our public school system be life long learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.*

California is not only committed to the complete and successful implementation of the CA ELD Standards, but fully engaged in that process as well. Across all branches of the CDE, within county offices of education, at every level of LEA administrations, and in classrooms across the state, stakeholders are examining their education programs and preparing for full implementation of the CA ELD Standards.

There is much work to be done. Although California's current English Language Development Standards, developed in 1998, and the newly adopted CA ELD Standards share some similarities in content and design, the distinction between them is the alignment of the CA ELD Standards to the CA CCSS for ELA/Literacy. The CA ELD Standards emphasize that language acquisition is a developmental, linguistic and social process. They also focus on language as action (e.g. the type of texts, the type of conversations, the type of genre, etc.) and thus incorporate structure and function in instruction. The CA ELD Standards recognize that students acquire language in a much more complex, nonlinear fashion using comprehension and effective communication processes to teach grammar and the skills that students need. The CA ELD Standards necessitate the

use of complex text with ample context and temporary support that is used strategically in the context of real text, real conversation and real processing.

In addition, the CA ELD Standards require understanding of activities that scaffold students' development and autonomy as part of learning and development, exploration of how language is purposeful and patterned, multimodal grammar addressed within a context of texts and academic tasks, and literacy foundational skills targeting varying profiles of ELs that focus on pre-existing linguistic resources to help with English fluency. In other words, the CA ELD Standards are organized to focus on *meaning and interaction* first, then *knowledge about language and how it works*. Elements such as these transcend subject matter and demand a re-examination of our existing system of professional learning, curricula development, assessments, and accountability. The active participation of California's county offices of education in the CA ELD Standards related collaborations present the state with additional opportunities to expand and improve upon previous standards implementation efforts.

California's Diverse Stakeholders

A systems approach to implementing the CA ELD Standards provides coherence and necessitates extensive communication and collaboration among all of California's educational stakeholders. The CDE is working diligently to ensure clear communications and expectations, and this document is an important component of this goal. Yet, without the engagement and assistance of all educational stakeholders, the CDE cannot successfully oversee the implementation of the CA ELD Standards. The role of each

stakeholder group in contributing to the implementation is vitally important to the success of the plan.

The CA ELD Standards were created by representative groups of teachers, administrators, parents, content experts, and education professionals, each bringing a unique educational perspective into the development. For the implementation of the CA ELD Standards to be successful, it will take a vast majority of all members of these groups working to achieve the common goals.

Teachers are the front line in implementing the CA ELD Standards—they create and provide daily classroom lessons. School site administrators provide teachers with instructional leadership and maintain a safe learning environment for both students and teachers. District administrations and elected boards can establish policies designed to facilitate state and federal programs and empower teachers and site administrators with local creativity and flexibility. County offices of education can provide technical assistance and professional learning support at the regional level for the schools and districts they serve.

The CDE and the SBE are the entities responsible for the integration of the CA ELD Standards into the statewide educational system, most specifically, alignment to the core curriculum (e.g., ELA, social studies, math, science, etc.). They implement the law established by state and federal elected officials through administration of statewide programs. State and federal elected officials can support implementation by creating and opening doors for opportunity.

Working with state officials and local districts, institutions of higher education can seek to cultivate student college readiness,

and in working with the Commission on Teacher Credentialing, can ensure high quality teacher preparation.

But beyond these governmental groups, a wide array of community partners can seek to support educators in many ways. Professional organizations, including those supporting and representing bilingual and English language development professionals, are a key component in providing information, feedback, and support throughout the implementation process. This document not only charts the path for the CA ELD Standards implementation but illuminates opportunities for extensive involvement.

The role of the families, parents, and guardians is all encompassing. Involvement at every level of their student's education is fundamental for a student's personal success. Families, parents, and guardians can ensure that students arrive at school ready to learn, provide quiet time and space at home for students to study, and stay involved in students' learning through positive engagement about their academic work and social interactions. Additionally, there are many opportunities for involvement at the school site, providing support for administrators, teachers, and the students.

Of all stakeholders, students are perhaps the most ready to implement the new standards. Offering engaging content by well-prepared teachers using effective strategies, students will respond with determined interest and perform to their best ability. The role of every other stakeholder group is to ensure that the students—all students—gain meaningful access to the content and that all necessary support systems are in place.

Phases of Implementation

Full implementation of CA ELD Standards will occur over several years and in the context of a continuous learning process. Accordingly, the plan exists within a framework of phases of the change process. The phases are straightforward yet lightly defined because for each program and project exists an ongoing development and progression that must evolve both at the individual elemental level and the integrated systems level.

- ❖ *The Awareness Phase* represents an introduction to the CA ELD Standards, the initial planning of systems implementation, and establishment of collaborations.
- ❖ *The Transition Phase* is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- ❖ *The Implementation Phase* expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.

Guiding Strategies

As a structural framework for activities, and the phases into which they fall, the plan is grounded in five guiding strategies for implementation. These strategies encompass all areas of our educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The five guiding strategies for CA ELD Standards implementation are:

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CA ELD Standards.
2. Provide CA ELA/ELD standards-aligned instructional resources designed to meet the diverse needs of all students.
3. Develop and transition to CA ELD Standards -aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.
4. Seek, create, and disseminate resources to support stakeholders as CA ELD Standards implementation moves forward.
5. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

Transformation

Within each of these five strategies exists the basis for the work to be done, the major work projects, and what that work will ultimately establish in terms of full transformation to the CA CCSS: ELD. While a plan usually starts at the beginning, this plan first establishes what transformation to the CA CCSS: ELD will look like. Each strategy begins with what we know we want—and what we know we need to achieve. For many of the strategies, the list of indicators of transformation is quite detailed. However, the indicators of transformation for the CA CCSS: ELD as a whole are relatively simple. In essence, we will know that our educational

system has been transformed when teachers across the state, informed by student assessment data gleaned from CA CCSS: ELD - aligned tools, employ differentiated instructional strategies to support the success of every student in attaining the standards for developing English language skills necessary to participate fully in the educational programs and their community/society at large. Quite simply, California's students, supported by a network of engaged and informed stakeholders will graduate from high school prepared to transition to career and college successfully.

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CA ELD Standards.

Successful implementation of the CA ELD Standards requires strong instructional leadership in every school and well-prepared teachers in every classroom. Educators must possess a thorough understanding of what students are expected to know and be able to do, as well as an array of instructional strategies designed to support students in meeting language proficiency and core content expectations. There are a number of differences between the English Language Development standards adopted in 1999 and the CA ELD Standards. It is critical to the success of the CA ELD Standards that every educator, at every stage of his or her career, has access to high quality professional learning opportunities that develop facility with the new standards and a variety of instructional strategies that will support student attainment of them for developing English language skills.

The CDE will work with the Commission on Teacher Credentialing (CTC) to ensure that pre-service teachers and administrators have access to programs that provide the pedagogical and content knowledge needed to successfully support student attainment of the CA ELD Standards. Collaborations with higher education and the coordination of programs will guide revisions to teacher competencies, credentialing, and course work for students in all teacher preparation and credentialing programs. Collaborative efforts between CDE and CTC have been prevalent through the involvement of the Bilingual Coordinators Network meetings.

The CDE will also collaborate with various educational entities; including the county offices of education, educator professional associations, and stakeholder organizations; to ensure that existing and the newly developed CA ELD Standards -aligned resources are efficiently and adequately distributed to educators throughout California and will maintain ongoing communication with the higher education community in the development of professional learning resources for educators.

Professional Learning Modules

Professional Learning Modules (PLMs) that support teachers and administrators with delivering curriculum aligned to the recently adopted Common Core State Standards to all students are being developed. These Common Core Modules will include instructional guidance on recognizing and taking advantage of opportunities to support ELs in all content areas. This correlates strongly with the focus of the ELD module. The CDE has contracted with WestEd to design the CA ELD Standards module which will provide an introduction to understanding and using the CA ELD Standards to ensure English learner (EL) students have access to the CCSS for ELA/Literacy. The content of the module will focus on using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy during mainstream content instruction, and using the CA ELD Standards as the focal standards for designated ELD instruction. The module will be presented in two sub-modules, the first providing an overview and introduction to their implementation; the second exploring in further depth how the CA ELD Standards can be implemented both for designated ELD,

and in tandem with CCSS for ELA/Literacy for content area instruction.

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

The goals of the CA ELD Standards module are to ensure that California educators:

1. Understand the purpose, key concepts, and structure of the CA ELD Standards, including their alignment to the CA CCSS for ELA/literacy
2. Develop awareness of how to use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy by providing ELs with access to complex texts and intellectually challenging

activities and highlighting and amplifying the critical language, knowledge about language, and skills using language in the CA CCSS for ELA/Literacy necessary for ELs to be successful in school

3. Have opportunities to try out practices, reflect on their implementation, and create plans for implementing the CA ELD Standards Become familiar with online systems where they can connect with other educators, find additional resources for teaching and learning, and extend their understandings of research-based practices for implementing the CA CCSS for ELA/Literacy and the CA ELD Standards

The types of activities within the CA ELD Standards module are:

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

learning and experiences, as well as learn from colleagues in communities of practice

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

Traditionally, once the SBE adopts standards, the CDE develops new curriculum frameworks that provide guidance regarding instructional strategies to support student achievement of the standards. The CDE will continue to develop materials that promote familiarity with the CA ELD Standards and implementation of the CA ELD Standards. The CDE will also continue to collaborate with professional organizations to conduct presentations and workshops at regional and statewide conferences.

Indicators of Transformation

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

Teacher and administrator credentialing and induction programs will align to the CA ELD Standards. Pre-service educators will be familiar with the standards and possess a range of instructional strategies that support student attainment of them. A multitude

of professional learning resources that support best practices as related to CA ELD Standards -aligned instruction will be available.

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

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Development of Professional Learning Modules	<ul style="list-style-type: none"> ◆ WestEd development team meet and design a content outline for the module (April 2013) ◆ Two focus groups of external and internal peer experts convene to review and provide feedback to the contractor regarding the usefulness, content, and format of the module 1 outline (May 2013) ◆ Module 1 draft (June 2013) ◆ Module 2 draft (August 2013) 	<ul style="list-style-type: none"> ◆ Participate in development of professional learning opportunities created by county offices of education and other providers of professional development ◆ Draft of online participant materials, facilitator materials, and videos (June 2013) ◆ Inform LEAs of allowable use of federal supplemental funds (i.e., Title III) in professional learning opportunities aligned to the ELD Standards 	<ul style="list-style-type: none"> ◆ Final module is approved and posted for public use ◆ Conduct Web-based and site-based seminars for facilitators on professional learning modules ◆ Conduct evaluation of effectiveness of existing modules and revise as needed ◆ Develop new modules as needed
Educator Preparation and Induction Programs	<ul style="list-style-type: none"> ◆ Discuss with the CTC the need to review the teacher preparation requirements, as well as teacher performance expectations for necessary changes for alignment to the CA ELD Standards Communicate with institutions of higher education regarding the CA ELD Standards and new requirements for teacher and administrator preparation programs ◆ Build collaborations with the higher education community to align teacher competencies and standards for special education programs and credentialing 	<ul style="list-style-type: none"> ◆ Work with the CTC to incorporate new requirements into teacher preparation and teacher performance expectations ◆ Work with institutions of higher education to revise teacher and administrator preparation programs to align with CA ELD Standards and new CTC requirements ◆ Collaborate with higher education, addressing teacher preparation issues for English learners , use of assessment data to inform instruction, and integration of the CA ELD Standards 	<ul style="list-style-type: none"> ◆ Support institutions of higher education implementation of ELD Standards, aligned with CA CCSS for ELA/Literacy, in appropriate coursework

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Outreach	<ul style="list-style-type: none"> ◆ Prepare professional learning focused presentations and workshops to promote awareness of the CA ELD Standards ◆ Reach out to educational organizations/associations regarding availability of CDE staff to provide informational presentations 	<ul style="list-style-type: none"> ◆ Schedule and conduct presentations and workshops at professional learning conferences ◆ Continue to solicit stakeholder organizations for opportunities to present workshops at state-wide and regional conferences and meetings to familiarize stakeholders with the CA ELD Standards 	<ul style="list-style-type: none"> ◆ Post professional learning presentations online ◆ Maintain and strengthen collaborative relationships with stakeholder organizations. Continue to develop and provide new relevant presentations as implementation progresses
Web-based Promotion of Professional Learning Opportunities	<ul style="list-style-type: none"> ◆ Develop informational materials to promote awareness of the ELD Standards, aligned to CA CCSS for ELA/Literacy ◆ Establish CDE’s ELD Standards Resources Web page ◆ Refine existing professional learning Web site to better communicate activities aimed at the transition to the ELD Standards, aligned to CA CCSS for ELA/Literacy (2013) ◆ Identify professional development content, resources, videos, and CDE hosted or sponsored web portals that should be modified to address the CA ELD Standards 	<ul style="list-style-type: none"> ◆ Post informational materials on CA ELD Standards Resources Web page ◆ Collaborate with stakeholders to gather and review materials to include on CA ELD Standards Resources Web page ◆ Provide a series of Webinars and presentations on the CA ELD Standards and develop a library of ELD-related resources available online ◆ Modify content and resources as necessary ◆ Establish and promote listserv to notify educators and the public about ELD Standards resources and professional learning opportunities 	<ul style="list-style-type: none"> ◆ Post recordings of webinars and presentations ◆ Maintain and continually update a library of resources, webinars, and presentations regarding the CA ELD Standards ◆ Maintain and continually update clearinghouse for professional learning resources and opportunities ◆ Disseminate information to LEAs about the availability of updated online resources as well as professional learning modules ◆ Maintain, expand, and promote listserv to notify educators and the public about ELD Standards resources and professional learning opportunities

Suggestions and Opportunities for LEAs

2012–13	2013–14	2014–15
<ul style="list-style-type: none"> ◆ Support professional learning to promote awareness of and familiarity with the CA ELD Standards, aligned to the CA CCSS for ELA/Literacy ◆ Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on identified needs and full implementation 	<ul style="list-style-type: none"> ◆ Support ongoing professional learning to promote transition to the CA CA ELD Standards based upon priorities established in local plan ◆ <i>Areas of focus</i> may include: <ul style="list-style-type: none"> ◆ English language arts ◆ Social Studies ◆ Mathematics ◆ Science ◆ New Challenges: CELDT alignment to the ELD Standards ◆ New K-12 test blueprints for the English language proficiency assessment 	<ul style="list-style-type: none"> ◆ Provide professional learning to support full implementation of the CA ELD Standards ◆ <i>Areas of focus</i>: -Continue to administer the CELDT
	<ul style="list-style-type: none"> ◆ Utilize new resources from the CDE: New professional learning modules (2013) and ELA/ELD curriculum framework (2014) 	
<ul style="list-style-type: none"> ◆ Subscribe to the CDE’s Web pages listserv to remain apprised of the latest developments and resources related to CA ELD Standards implementation and utilize resources as appropriate ◆ Regularly review the CDE’s Professional Development Opportunities Web page and utilize resources as appropriate ◆ Review and utilize professional learning resources available on CDE-hosted or sponsored Web portals including archived webinars and presentations ◆ Utilize CA ELD Standards professional learning resources offered by professional associations and your county office of education 		

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

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

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

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

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

ELA/ELD Curriculum Framework

With the alignment of the CA ELD Standards to the CA CCSS ELA/Literacy the ELA/ELD curriculum framework will be developed simultaneously as one document. Among other areas, the ELA/ELD curriculum framework will serve to provide instructional guidance for the description of ELD and other EL programs, as well as for the evaluation criteria for developing supplementary instructional materials that are fully aligned to both the CA ELD Standards and the CCSS ELA/Literacy. The evaluation criteria outline the requirements for supplemental materials that will fulfill the programmatic need for meeting the distinct language proficiency required of ELs for accessing core content.

Indicators of Transformation

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

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Standards Documents	<ul style="list-style-type: none"> ◆ Develop the CA ELD Standards (2012) 	<ul style="list-style-type: none"> ◆ Post the CA ELD Standards online (2012) 	<ul style="list-style-type: none"> ◆ Publish and present the CA ELD Standards in print and online (2013)
Supplemental Instructional Materials	<ul style="list-style-type: none"> ◆ Develop a plan and timeline for the review of supplemental instructional materials aligned to the CA ELD Standards and CA CCSS for ELA/Literacy (2012) ◆ Brief publishers on the review (2013) ◆ Post an information page and FAQ on the review 	<ul style="list-style-type: none"> ◆ Develop evaluation criteria and review timelines for SBE action ◆ Recruit and train reviewers ◆ Conduct reviewer deliberations; develop a report of findings ◆ Hold meetings for public comment ◆ Submit to the SBE for action to approve* recommendation 	<ul style="list-style-type: none"> ◆ Post list of recommended supplemental instructional materials online ◆ Provide ongoing support to the field on issues related to instructional materials and the CA ELD Standards
Curriculum Frameworks	<ul style="list-style-type: none"> ◆ Participate in the development/integration of the CA ELD Standards into the ELA/ELD curriculum framework (2013) 	<ul style="list-style-type: none"> ◆ Select criteria for new adoptions with ELA/ELD curriculum and strategies (2013) 	<ul style="list-style-type: none"> ◆ Finalize selection of ELA/ELD curriculum and strategies
Instructional Materials Adoptions	<ul style="list-style-type: none"> ◆ Plan timeline for CA ELD Standards and CA CCSS for ELA/Literacy -aligned instructional materials adoptions ◆ Define new programs to include CA ELD Standards and CA CCSS for ELA/Literacy -aligned instructional materials (2013) 	<ul style="list-style-type: none"> ◆ Initiate cycle of new CA ELD Standards and CA CCSS for ELA/Literacy -aligned adoptions 	<ul style="list-style-type: none"> ◆ SBE adopts CA ELD Standards and CA CCSS for ELA/Literacy -aligned instructional materials*

*Indicates activity which requires SBE action

Suggestions and Opportunities for LEAs		
2012–13	2013–14	2014–15
<ul style="list-style-type: none"> ◆ Review current instructional materials and identify material which aligns to CA ELD Standards 	<ul style="list-style-type: none"> ◆ Continue to assess existing instructional materials and supplement them with resources from the library, internet, primary source documents, and materials on the CDE’s supplemental instructional materials list to develop CA ELD Standards -aligned lessons 	
<ul style="list-style-type: none"> ◆ Serve as a reviewer of supplemental materials 	<ul style="list-style-type: none"> ◆ Participate in public comment meetings for supplemental instructional materials 	Review ELA/ELD curriculum framework
	Review SBE-adopted CA ELD Standards	

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

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

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

Assessments are an integral part of a cycle of standards, curriculum, and instruction. Pending legislative authority and funding, the CDE will propose integrating enhanced features into the ELPAC system to promote a system of high quality teaching and learning.

Also, the CDE will work with stakeholders to develop an assessment transition plan that reflects input from the educational field about assessments.

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

In addition, the transition to the CA ELD Standards, along with the eventual reauthorization of ESEA, will likely require a redefinition of the school and LEA accountability structure in California. This process will include review and revision of tools created to assist schools and LEAs that fall below established performance targets. The CDE developed the current tools in conjunction with stakeholder groups, including representatives from LEAs. The stakeholder groups will assist in the process of revising the tools to align with the CA ELD Standards and related assessments.

Indicators of Transformation

As the system is transformed, teachers will have access to ELP assessment strategies results to inform program placement and help LEAs to target ELD instruction by adjusting instructional strategies as needed. Assessment interpretation resources will help teachers and administrators interpret student results and use the results to inform students and parents about student progress and also to target classroom instruction. Online Web pages will provide pathway access to multiple resources within and outside of the CDE. Professional learning opportunities provided through Webcasts, workshops,

and seminars will include assessment and accountability information.

	Awareness	Transition	Implementation
Transition to New Assessment System (ELPAC)	<ul style="list-style-type: none"> ◆ Collaborate with stakeholders to develop assessment transition plan ◆ Assess stakeholder need for professional learning opportunities regarding new assessment system ◆ The SBE reviews the CDE implementation plans for integrating the CA ELD Standards into the proposed ELPAC system ◆ The CDE submits technical changes of current legislation to the Legislature and drafts budget change proposals 	<ul style="list-style-type: none"> ◆ Analyze the CELDT questions for alignment to the new CA ELD Standards ◆ The SBE adopts K-12 test blueprints for the new ELPAC Summative Test aligned to the CA ELD Standards * 	<ul style="list-style-type: none"> ◆ Develop additional resources to assist stakeholders in the transition to the new assessment system as needs and opportunities develop ◆ The SBE approves any necessary modifications to the federal Title III accountability workbook (Summative Test)*

*Indicates activity which requires SBE action

Suggestions and Opportunities for LEAs		
2012–13	2013–14	2014–15
◆ Continue to assess EL students with CELDT		

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

The path to academic and personal success begins well before students enter kindergarten, and programs beyond the regular school day can have significant positive effects on student achievement. To support student attainment of the CA ELD Standards, the CDE will work closely with parents, guardians, and parent organizations to develop and disseminate tools that provide families with information about the new standards and explain how they are designed to prepare children not only for success in career and college, but also throughout their K–12 education.

The CDE, with the support of the California Preschool Instructional Network, will also work with parents, guardians, teachers, and the early childhood community to ensure that preschool programs and experiences and transitional kindergarten (TK) curricula provide students with a strong foundation for success with the CA ELD Standards when they enter kindergarten. Additionally, the CDE will conduct outreach and professional development activities to enable district administrators, school principals, and after school/extended day program directors to effectively work together to enrich and augment regular day learning experiences related to the CA ELD Standards.

The CDE has posted its *California Infant/Toddler Learning and Development Foundations* and the *California Preschool Learning Foundations* (early learning foundations) on the CDE web site for easy accessibility and makes presentations at early childhood conferences

on both. These early learning foundations are aligned to Review ELA/ELD curriculum framework (2014) and include ELD foundations for preschool-aged children. The CDE will continue to collaborate with the early childhood community to promote the use of these documents as precursors of the Review ELA/ELD curriculum framework (2014) and CA ELD Standards.

The CDE will continue to provide technical assistance to inform parents and guardians about how they can be involved in the education of their children and be active participants in assisting their children to meet the CA ELD Standards. The CDE will also support private school educators to assist outreach to parents and support to students in schools.

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

Indicators of Transformation

California’s early childhood programs will use the early learning foundations, their companion curriculum frameworks, and Desired Results child assessment results to inform curriculum planning and practices leading to more positive child outcomes. Professional learning opportunities will teach early childhood professionals to utilize the early learning foundations and their companion curriculum frameworks, and the use of the documents will be incorporated into early childhood education (ECE) coursework at all California colleges and universities that conduct ECE programs.

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Early Childhood Education	<ul style="list-style-type: none"> Collaborate with partners to offer training on California’s early learning foundations to ECE Develop and Web-post a document that demonstrates alignment between the early learning foundations and the CA ELD Standards Use the early learning foundations to inform development, revision, and updating of CA ELD Standards - aligned resources; reflecting the diversity of California’s youngest children. Facilitate access to professional learning opportunities on the early learning foundations 	<ul style="list-style-type: none"> Develop a method to ensure that all professional development providers of CDE-sponsored training have deep knowledge of the early learning foundations and how they correspond with their given training content Provide training to explain the alignment of the early learning foundations to the CA ELD Standards to local child care resource and referral agencies local child care planning councils, professional development providers, and institutions of higher education 	<ul style="list-style-type: none"> Provide professional learning opportunities in local early learning communities so that all early childhood professionals will utilize the early learning foundations and their companion curriculum frameworks
Transitional Kindergarten	<ul style="list-style-type: none"> Develop and Web-post an alignment document that clearly explains how the early learning foundations align with CA ELD Standards and can be used to inform development of TK curricula 	<ul style="list-style-type: none"> Promote the use of the alignment document as a tool to develop TK curricula that supports the CA ELD Standards and incorporates developmentally appropriate best practices 	<ul style="list-style-type: none"> Collaborate with the California Preschool Instructional Network to provide training regarding the implementation of the CA ELD Standards for TK with all stakeholders

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Parent/Guardian Engagement	<ul style="list-style-type: none"> ◆ Collaborate with stakeholders to develop materials for families of diverse students to promote awareness of the CA ELD Standards and resources and strategies that will support student attainment of the standards ◆ Incorporate family and community engagement into the professional learning modules, curriculum frameworks, and online resources for educators 	<ul style="list-style-type: none"> ◆ Prepare CA ELD Standards -related training materials for stakeholders to present to parent groups that include research-based strategies to improve achievement of all students 	<ul style="list-style-type: none"> ◆ Provide parents and guardians with information and resources about CA ELD Standards through CDE Web pages ◆ Communicate with LEAs regarding the availability of professional learning resources that include updated information on family and community engagement as well as instructional strategies to help all students learn, including ELs and students with disabilities.
After School and Extended Learning	<ul style="list-style-type: none"> ◆ Develop materials to deliver to district administrators, school principals, and after school/extended day program administrators describing opportunities for enriching regular day learning through activities delivered outside the regular school day. 	<ul style="list-style-type: none"> ◆ Develop training and professional development materials on establishing effective working relationships between regular day and after school/extended day programs. 	<ul style="list-style-type: none"> ◆ Provide professional development to district administrators, school principals, and after school program directors on how to collaborate to incorporate, into after school/extended day programs, activities that enrich and extend the CA ELD Standards - related learning initiated during the regular day.

Suggestions and Opportunities for LEAs		
2012–13	2014–15	2015–16
<ul style="list-style-type: none"> ◆ Utilize parent communication structures to share resources on the CDE’s Web site with parents, families, and the local educational community to promote awareness and understanding of the CA ELD Standards and new developments regarding CA ELD Standards implementation. Structures may include: <ul style="list-style-type: none"> ◆ School Site Council meetings ◆ DELAC/ELAC meetings ◆ PTA/PTSO meetings ◆ Back to School Nights ◆ Parent newsletters ◆ Local school board meetings ◆ News releases and letters to the editor of the local newspaper 		
<ul style="list-style-type: none"> ◆ Review and utilize the California Infant/Toddler Learning and Development Foundations, the California Preschool Learning Foundations and their accompanying curriculum frameworks to inform development and continuous improvement of curriculum and developmentally appropriate CA ELD Standards -aligned practices for ECE programs ◆ Participate in professional learning opportunities related to the California Infant/Toddler Learning and Development Foundations, the California Preschool Learning Foundations and their accompanying curriculum frameworks 		
<ul style="list-style-type: none"> ◆ Review the alignment document that explains how the early learning foundations align with the CA ELD Standards and relate to TK ◆ Use the alignment document to support development of developmentally appropriate, CA ELD Standards -aligned TK curricula ◆ Participate in professional learning opportunities regarding the implementation of the CA ELD Standards for TK and meeting the diverse needs of all children 		
<ul style="list-style-type: none"> ◆ Integrate the CA ELD Standards into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment and safe constructive alternatives for students ◆ Build partnerships with external stakeholders to provide additional resources to support extended learning opportunities 		

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

The CA ELD Standards were designed to ensure that every student would be prepared to succeed in career and college. More students will be better prepared to transition from high school to success in postsecondary education and engagement in a career with full implementation of the CA ELD Standards.

The CDE will provide resources regarding the transition to career and college into professional learning modules and curriculum frameworks designed to support the success of all students. The CDE will facilitate communication with and participation of the higher education community, including leading scholars and researchers, in the development of these resources.

Indicators of Transformation

Stakeholders will have an agreed upon and clear understanding of the purpose of high school and the definition of career and college readiness. Fewer students will need remediation upon entering post-secondary programs, and industries will be able to fill their positions with a high-quality skilled labor force. CTE students entering postsecondary programs will have mastered the CA ELD Standards to be prepared to successfully continue their studies without need for remediation.

High school teachers will be fluent in the CA ELD Standards and their alignment to A–G courses as well as CTE courses. The CDE will take the lead in professional learning opportunities to stay abreast of and maintain growth in the CA ELD Standards and related assessments.

	Awareness	Transition	Implementation
Define Career and College Readiness	<ul style="list-style-type: none"> ◆ Provide briefings on the CCSS and the SBAC to California’s education segment leaders and senior leaders of institutions of higher education utilizing the California Education Round Table (CERT) Intersegmental Coordinating Committee (ICC) <p>Consult and collaborate with business and industry stakeholders, such as the California Business Roundtable, to identify the specific 21st century skills related to the CCSS.</p>	<ul style="list-style-type: none"> ◆ Participate in a multi-state panel including representatives from the business, K–12, and higher education communities to reach common agreement upon the definition of career and college readiness that includes the CCSS (beginning January 2012) ◆ 	<ul style="list-style-type: none"> ◆ Revise programs and materials to reflect agreed upon definition of career and college readiness that includes the CCSS (2012) ◆ Produce and disseminate Web-based information for and directly relevant to the business community ◆
Integrate CCSS and CTE	<ul style="list-style-type: none"> ◆ Share information regarding the <i>CTE Model Curriculum Standards</i> revision that includes the CCSS with the advisory committees (comprised of business and industry representatives, postsecondary and secondary faculty) for each of the 15 industry sectors (2011) ◆ Revise the <i>CTE Model Curriculum Standards</i> to include CCSS alignment identification, reinforcement, and enhancement (2011-2012) 	<ul style="list-style-type: none"> ◆ Submit the revised <i>CTE Model Curriculum Standards</i> to the SBE for action (January 2012) ◆ Add application and demonstration to the CTE TEACH program to ensure that CTE teacher candidates and teaching staff across the state have information and strategies necessary to include the CCSS in their programs of study ◆ Develop the programs, notifications, and dissemination methods to unveil the <i>CTE Model Curriculum Standards</i>(spring 2012) 	<ul style="list-style-type: none"> ◆ Introduce the revised <i>CTE Model Curriculum Standards</i> at regional professional development events (winter 2013) ◆ Train individual leads from each region to assist the industry sector leads with sustained professional learning opportunities, answer questions and assist with new program startups utilizing the documents

Suggestions and Opportunities for LEAs			
2011–12	2012–13	2013–14	2014–15
<ul style="list-style-type: none"> ◆ Conduct professional learning activities that promote awareness of the new definition of career and college readiness 	<ul style="list-style-type: none"> ◆ Revise programs and materials to reflect new definition of career and college readiness that includes the CCSS and promote awareness of the new definition 		
<ul style="list-style-type: none"> ◆ Monitor/participate in revision of the <i>CTE Model Curriculum Standards</i> to include CCSS alignment 	<ul style="list-style-type: none"> ◆ Participate in professional learning events introducing the revised <i>CTE Model Curriculum Standards</i> 	<ul style="list-style-type: none"> ◆ Develop new courses, lesson plans, and work-based experiences that include the demonstration and application of the revised <i>CTE Model Curriculum Standards</i> 	
<ul style="list-style-type: none"> ◆ Monitor/participate in California Business Roundtable, to identify the specific 21st century skills related to the CCSS 	<ul style="list-style-type: none"> ◆ Identify, through CDE resources, the availability of business and industry resources for targeted 21st century skills as they relate to the CCSS 		
<ul style="list-style-type: none"> ◆ Participate in professional learning opportunities regarding secondary transition and the CCSS to prepare all students, including students with disabilities, English learners, and underperforming students, for career and college ◆ Seek opportunities for students to engage in events at local community colleges ◆ Provide and promote participation in Advancement Via Individual Determination classes ◆ Encourage students to participate in the Early Assessment Program ◆ Invite business leaders to speak to students in grades 6–12, elaborating on 2–3 specific standards and their role in possible careers ◆ Include counselors in discussions regarding career and college readiness to ensure comprehensive school implementation of the CCSS 			

6. Seek, create, and disseminate resources to support stakeholders as CA ELD Standards implementation moves forward.

California must foster a well-educated population in order to compete in the global economy. Proper and appropriate funding for education is an investment where the returns are exponential. Students and educators must have access to the tools and resources necessary for students to achieve the Common Core State Standards.

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

The CDE will secure and disseminate local assistance and state operational resources and leverage partnerships with California-

based and multi-state organizations to develop new tools and resources to support stakeholders in the implementation of the CA ELD Standards.

The CDE will seek out and coordinate technology support and partnerships that will assist LEAs as they incorporate new technologies into instruction. While providing leadership and coordinating efforts, the CDE will encourage and actively pursue regular participation and contribution by stakeholders at statewide, regional, and local levels.

The CDE will continue to provide technical assistance to LEAs in understanding federal and state legal requirements, use of data, implementation of aligned instructional programs for all students, and application of these resources in Web-enabled environments. Examples include: maintenance of the English learner instrument used in Federal Program Monitoring; technical assistance to LEAs in the design, implementation, and evaluation of Title III services; use of the Consolidated Application; and preparation, revision, and implementation of the LEA Plan and corollary activities for the Single Plan for Student Achievement (SPSA).

	Awareness	Transition	Implementation
Funding	<ul style="list-style-type: none"> Identify state and federal funds currently available for use in CA ELD Standards implementation Establish fiscal boundaries and timelines for the development of specific programmatic resources Seek funding from the United States Department of Education and private educational foundations to support CA ELD Standards implementation efforts Seek funding from state government to support implementation efforts 	<ul style="list-style-type: none"> Develop a detailed fiscal analysis of the costs associated with CA ELD Standards implementation Work with local, state, and federal elected officials to highlight the ongoing need for implementation resources Inform LEAs of appropriate use of federal supplemental funds (i.e., Title III) in purchasing CA CA ELD Standards supplemental instructional materials and for other implementation activities 	<ul style="list-style-type: none"> Secure and disseminate local assistance and state operational resources to support implementation of CA ELD Standards Continue to work with local, state, and federal elected officials to highlight the ongoing need for implementation resources Conduct evaluation to determine effectiveness of specific implementation activities
Legislation	<ul style="list-style-type: none"> Review current laws related to all programs requiring CA ELD Standards implementation activities 	<ul style="list-style-type: none"> Propose follow-up legislation as needed to facilitate CA ELD Standards implementation 	<ul style="list-style-type: none"> Collaborate with the California State Legislature and Governor to align resources and support implementation of CA ELD Standards

Awareness		Transition	Implementation
Tools	<ul style="list-style-type: none"> ◆ Review and revise existing CDE policies, documents, and Web pages to align to the CA ELD Standards ◆ Review and revise documents/policies related to access of the core curriculum Initiate review and revision of all tools for compliance monitoring and program effectiveness ◆ Monitor all internal and external Web sites to ensure that they reflect CA CCSS: ELD implementation ◆ Ensure that all federal program monitoring tools and state program evaluation tools have been revised to fully integrate CA CCSS: ELD ◆ Ensure that appropriate resources have been equitably disseminated to public and private educational service providers 	<ul style="list-style-type: none"> ◆ Promote external reviews of existing policies, documents, program evaluation tools, and Web pages to align to the CA ELD Standards ◆ Develop and revise online LEA plan and SPSA templates and needs assessment tools (English Learner Subgroup Self- Assessment) and K–12 Improvement Web-portals to support implementation of CA ELD Standards and any new ESEA legislated priorities ◆ Collaborate with stakeholders to research and develop resources to support educational staff, teachers, and administrators in creating educational settings that promote the CA ELD Standards , including providing resources and technical assistance relating to professional learning, LEA Plan development, SPSA development, and other similar activities related to schools and districts served by ESEA Titles I, II, and III 	<ul style="list-style-type: none"> ◆ Monitor all internal and external Web sites to ensure that they reflect CA ELD Standards implementation ◆ Ensure that all federal program monitoring tools and state program evaluation tools have been revised to fully integrate CA ELD Standards ◆ Ensure that appropriate resources have been equitably disseminated to public and private educational service providers

Suggestions and Opportunities for LEAs			
2012–13	2013–14	2014–15	2015–16
<ul style="list-style-type: none"> ◆ Identify potential state and federal funds currently available for use in CA ELD Standards implementation <ul style="list-style-type: none"> ◆ Utilize Title III funds for professional learning activities ◆ Inform program staff of appropriate use of federal supplemental funds (i.e., Title I, Title II, Title III, special education) in purchasing CA ELD Standards -aligned supplemental instructional materials and for other implementation activities ◆ Monitor/seek funding opportunities from state government to support implementation efforts ◆ Seek funding from private foundations for implementation projects ◆ Establish fiscal boundaries and timelines for the development and/or acquisition of specific programmatic resources 			
<ul style="list-style-type: none"> ◆ Review existing LEA policies, documents, and Web pages that align to the CA ELD Standards and accessing the core curriculum ◆ Support educational staff, teachers, and administrators on how to provide educational settings to promote the CA ELD Standards 			

7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

California’s public schools serve more than 6.2 million ethnically, culturally, and linguistically diverse students along with their families and communities. Fortunately, there are a number of well-established alliances and infrastructures that allow effective communication and collaboration with our various education stakeholders. The CDE will utilize these structures; which include county offices of education, educator professional associations, and additional stakeholder organizations; to facilitate

communication, collaboration, and feedback during the implementation of the CA ELD Standards.

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

	Awareness	Transition	Implementation
CA ELD Standards Implementation Plan	<ul style="list-style-type: none"> Use input from internal and external stakeholders to create a comprehensive plan for CA ELD Standards implementation (2012-2013) 	<ul style="list-style-type: none"> CA ELD Standards Implementation Plan online (2013) Design and establish systems to support effective execution of the plan Design systems to collect, analyze, evaluate, and distribute feedback and information regarding emerging needs and opportunities Options may include surveys, e-mail communications, Webinars, stakeholder meetings 	<ul style="list-style-type: none"> Implement feedback systems, conduct evaluations, and provide additional resources and tools in response to stakeholder feedback Continuously collaborate with and elicit feedback from stakeholders to identify emerging needs and opportunities and refine implementation strategies
Communications Plan	<ul style="list-style-type: none"> Utilize existing communication networks (e.g., BCN, county offices of education, professional associations, stakeholder organizations) to facilitate two-way communications regarding CA ELD Standards implementation (2013) Utilize existing communication structures (e.g., news releases, media advisories, speeches, listservs, and conferences) to apprise stakeholders of California’s ELD Standards implementation activities Conduct needs assessment to identify communication preferences (e.g., listservs, newsletters, Webinars, meetings) of stakeholders 	<ul style="list-style-type: none"> Use data from communication preferences needs assessment to design and implement comprehensive communications/outreach plan Design systems to collect, analyze, evaluate, and distribute feedback and information regarding effectiveness of communications 	<ul style="list-style-type: none"> Implement feedback systems, conduct evaluations, and modify and expand methods of communication as needed

	Awareness	Transition	Implementation
Web-Based Communications	<ul style="list-style-type: none"> ◆ Disseminate resources (Brokers of Expertise, CDE Website) and promote promising CA ELD Standards implementation practices (2013) ◆ Repurpose the Professional Development Opportunities Web page to support CA ELD Standards implementation ◆ Identify additional existing pages that may be utilized to disseminate information ◆ Establish listservs to disseminate timely information regarding CA ELD Standards implementation activities 	<ul style="list-style-type: none"> ◆ Review and update identified Web pages as implementation activities progress ◆ Expand internal and external collaborations through the development and sharing of effective resources and tools ◆ Add stakeholders to listservs as needed 	<ul style="list-style-type: none"> ◆ Disseminate resources for stakeholders on a regular basis to communicate the newest information on expanding professional learning support, aligning curriculum and instruction, and developing assessments ◆ Maintain Web pages and promote and expand listservs ◆ Consider additional web-based venues for information dissemination and public participation

Suggestions and Opportunities for LEAs		
2012–13	2013–14	2014–15
<ul style="list-style-type: none"> ◆ Identify existing stakeholder communication structures ◆ Identify local stakeholders who will receive communications regarding implementation of CA ELD Standards 	<ul style="list-style-type: none"> ◆ Monitor the CDE’s CA ELD Standards resources regularly and share new information with members of the local educational community as appropriate ◆ Utilize existing communication structures to disseminate information regarding CA ELD Standards implementation activities <ul style="list-style-type: none"> ◆ Staff meetings ◆ School Site Council meetings ◆ DELAC/ELAC meetings ◆ PTA/PTSO meetings ◆ Newsletters ◆ Webinars ◆ Local school board meetings ◆ Letters to the editor ◆ News releases ◆ Support intradepartmental communication during implementation activities 	
<ul style="list-style-type: none"> ◆ Use input from local stakeholders and the CA ELD Standards Implementation Plan to create a comprehensive LEA-wide plan for CA ELD Standards implementation 	<ul style="list-style-type: none"> ◆ Post local implementation plan on the LEA Web site ◆ Link to the statewide implementation plan ◆ Design and establish communications systems to identify emerging needs and opportunities and support effective implementation of the local CA ELD Standards implementation plan 	<ul style="list-style-type: none"> ◆ Continuously collaborate with and elicit feedback from stakeholders ◆ Refine local implementation strategies

Appendix A: Local CA ELD Standards

Implementation Plan Template

Each of California’s LEAs should develop its own local plan for CA ELD Standards implementation based on local needs and resources. To facilitate the process of local plan development, this section of the document offers a template organized around the significant milestones of CA ELD Standards implementation. The template denotes full implementation of CA ELD Standards by the 2014-2015 school year. LEAs may wish to augment their local plans with elements from the Suggestions and Opportunities for LEAs charts distributed throughout the document or delete elements as appropriate to create a plan that is tailored to local needs.

Appendix A: Local ELD Standards Implementation Plan Template

2012–13	CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> ◆ New CA ELD Standards adopted by the SBE (November 2012) ◆ Present new CA ELD Standards to educators and stakeholders in the state ◆ Requested legislative authority and funding to integrate additional features into the new ELP assessment system 	<ul style="list-style-type: none"> ◆ Begin development of CA ELD Standards local implementation plan ◆ Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan for implementation <ul style="list-style-type: none"> ▪ <i>Suggested Area of focus:</i> <ul style="list-style-type: none"> • Working in grade-level teams, becoming aware and understanding the new CA ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy ◆ Utilize the CA CCSS: ELD professional learning resources offered by professional organizations, WestEd, Brokers of Expertise and your county office of education
Winter	<ul style="list-style-type: none"> ◆ Establish design team to develop guidelines for professional learning modules 	<ul style="list-style-type: none"> ◆ Provide opportunities for professional learning to develop an understanding of the CA ELD Standards
Spring	<ul style="list-style-type: none"> ◆ Evaluation criteria for supplemental instructional materials review approved by SBE* 	<ul style="list-style-type: none"> ◆ Identify the CA ELD Standards that current materials do not support (use supplemental instructional materials review evaluation criteria for grades K–8) ◆ Continue development of CA ELD Standards local implementation plan <ul style="list-style-type: none"> ▪ <i>Suggested Area of focus:</i> <ul style="list-style-type: none"> • Working in grade-level teams, becoming g aware and understanding the new CA ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy CCSS
Summer	<ul style="list-style-type: none"> ◆ Convene experts to analyze the alignment of CELDT questions to the CA ELD Standards 	<ul style="list-style-type: none"> ◆ Apply to participate in the two-day CELDT item Alignment Meeting to review current CELDT questions for alignment to the CA ELD Standards

* Indicates activity which requires SBE action

Appendix A: Local ELD Standards Implementation Plan Template

2013–14	CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> ◆ 2 professional learning modules released ◆ Begin development of K-12 blueprints for the ELP Summative Test aligned to the ELD Standards* 	<ul style="list-style-type: none"> ◆ Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans ◆ Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including Webinars and presentations ◆ Support ongoing professional learning to promote transition to the CA ELD Standards based upon priorities established in local plan <ul style="list-style-type: none"> ▪ <i>Suggested Areas of focus:</i> <ul style="list-style-type: none"> • General: develop structures for interdepartmental collaboration to improve student literacy and English language development across the content areas ◆ Continue to assess existing instructional materials and supplement them with resources from the library, internet, and primary source documents to develop CA ELD Standards - aligned lessons
Winter		
Spring	<ul style="list-style-type: none"> ◆ ELA/ELD curriculum framework released* 	<ul style="list-style-type: none"> ◆ Continue development of local implementation plan ◆ Review ELA/ELD curriculum framework <ul style="list-style-type: none"> ▪ <i>Suggested Area of focus:</i> <ul style="list-style-type: none"> ▪ Working in grade-level teams, becoming aware and understanding the new ELA/ELD curriculum framework and how it supports teachers in providing instruction for ELD and in the core content
Summer	<ul style="list-style-type: none"> ◆ Promote ELA/ELD curriculum framework 	

* Indicates activity which requires SBE action

Appendix A: Local ELD Standards Implementation Plan Template

2014–15	CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> ◆ Provide professional learning opportunities and technical assistance to support full implementation of the CA ELD Standards 	<ul style="list-style-type: none"> ◆ Provide professional learning to support full implementation of the CA ELD Standards ◆ Support ongoing professional learning to promote transition to the CA ELD Standards based upon priorities established in local plan <ul style="list-style-type: none"> ▪ <i>Suggested Areas of focus:</i> <ul style="list-style-type: none"> ◆ General: develop structures for interdepartmental collaboration to improve student literacy and English language development across the content areas

* Indicates activity which requires SBE action

Appendix B: County Offices of Education Service Offerings

County superintendents and their staff are committed to assisting in the important work ahead to successfully and thoughtfully implement the CA ELD Standards. Counties have tremendous expertise to offer in developing products and training and their relationship with their school districts places them in a unique position to assist in planning and in reaching classroom teachers. Counties provide localized common quality professional development statewide, whether at the overview level or a deeper dive into specific subject matter, and have developed training materials that prepare teachers to transition to the CA ELD Standards. Counties may also provide assistance in implementing the CA ELD Standards by:

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

The information in Appendix B in the CA ELD Standards implementation plan highlight how COEs can assist local districts. School districts and the students they serve will benefit significantly when CA ELD Standards implementation efforts are coordinated at the local, county, and statewide levels.

Appendix B: County Offices of Education Service Offerings

2011–12	
Fall	
Winter	<ul style="list-style-type: none"> ◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> ▪ Assist CDE in recruiting educators to work on the CA ELD Standards framework. ▪ Assist CDE in the development of the CA ELD Standards aligned to the CA CCSS for ELA/Literacy. ▪ As drafts of the CA ELD Standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards.
Spring	<ul style="list-style-type: none"> ◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> ▪ Assist CDE in the development of the CA ELD Standards aligned to the CA CCSS for ELA/Literacy. ▪ As drafts of the CA ELD Standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards.
Summer	<ul style="list-style-type: none"> ◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> ▪ Assist CDE in the development of the CA ELD Standards aligned to the CA CCSS for ELA/Literacy. ▪ As drafts of the ELD standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards.
2012–13	
Fall	<ul style="list-style-type: none"> ◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> ▪ Assist CDE in a roll out of information about the newly adopted CA ELD Standards. ▪ Assist Title III LEAS that did not meet their AMAOs with inclusion of the CA CCSS for ELA/Literacy and the CA ELD Standards.
Winter	<ul style="list-style-type: none"> ◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> ▪ Continue assisting with the rollout of the CA ELD Standards ▪ Review Title III plans with LEAs that did not meet their AMAOs to ensure inclusion of the CA CCSS for ELA/Literacy and the CA ELD Standards. ▪ Assist LEAs with implementing and adjusting their transition plans
Spring	<ul style="list-style-type: none"> ◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> ▪ Continue assisting with the rollout of the CA ELD Standards ▪ Review Title III plans with LEAs that did not meet their AMAOs to ensure inclusion of the CA CCSS for ELA/Literacy and the CA ELD Standards. ▪ Assist LEAs with implementing and adjusting their transition plans ▪ Title III Leads convene at the Bilingual Coordinators Network (BCN) meetings ▪ Provide resources to the Brokers of Expertise
Summer	<ul style="list-style-type: none"> ◆ <i>Technical Assistance:</i>

2012–13

- Continue assisting with the rollout of the CA ELD Standards
- Review Title III plans with LEAs that did not meet their AMAOs to ensure inclusion of the CA CCSS for ELA/Literacy and the CA ELD Standards.
- Provide resources to the Brokers of Expertise for the implementation of the CA ELD Standards

Appendix C: California Implementation Partners

The challenge of integrating the CA ELD Standards into all facets of teaching and learning presents an opportunity for California to engage in a collaborative process wherein a community of educational partners can provide educators with the tools and support necessary to ensure successful implementation.

To this end, the California Department of Education has reached out and begun to work with professional associations and stakeholder organizations across the state to contribute information regarding the CA ELD Standards -related resources and services. This outreach focuses on what professional development they can offer to local educational agencies in implementing the CA ELD Standards.

Organizations Currently Working with CDE

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

Organizations for Further Outreach

- ♦ **Californians Reading Association**
- ♦ **California Mathematics Council**
- ♦ **California Science Teachers Association**