

## PLANNING TOOL

### Background

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The adoption of the Common Core State Standards (CCSS) by most states since 2010 has generated fundamental, positive changes that will continue to ripple throughout the educational system as they are implemented. The CCSS articulate rigorous grade level expectations for all students so that they will be fully prepared for college and careers upon completion of the 12<sup>th</sup> grade. In California, the CCSS initiative first brought new standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy), and for Mathematics. Subsequently, legislation required changes for updating the 1999 English Language Development (ELD) standards and adopting the Next Generation Science Standards (NGSS). Additional new laws required that the related components of the system be incorporated: standards-aligned curriculum adoptions, subject matter frameworks, assessments, and adjustments to the accountability systems.

During the 2014-15 school year, California school districts are continuing to phase in the implementation of the CCSS for ELA and Math, the NGSS and the ELD Standards. The CCSS have elevated the level of language complexity needed for students to be successful in school. The ELD Standards address those language demands, and are intended to be used in

tandem with the other content area standards to ensure that English learners (EL) develop the academic English proficiency needed to meet the linguistic demands of the CCSS. The *California ELD Standards Implementation Plan* explains that the ELD Standards should be used “to guide the instruction of ELD and to supplement the CA CCSS for ELA/Literacy, CCSS for Mathematics, the NGSS, and history/social studies standards as a support for ELs in mainstream academic content classrooms.” (p. 4)

As districts continue developing and putting into practice local CCSS implementation plans, they will need to carefully consider how to incorporate the organizational features that will ensure that each of the 1.4<sup>1</sup> million ELs enrolled throughout the state are fully included in the newly designed standards system.

This planning tool is organized into sections that address some of the key areas that districts will consider while further developing CCSS and ELD Standards implementation plans. Each section includes a brief description of the category with a focus on EL- related issues, poses questions to consider, lists recent and upcoming activities, and notes helpful resources. These categories are not intended to provide comprehensive guidance for planning efforts, instead, they highlight areas for consideration that might help to maximize the success of our state's EL students who compose nearly a quarter of the pupil population in our schools.

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<sup>1</sup> California Department of Education, *Language Census*, 2013.

## Professional Development

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The successful implementation of the Common Core State Standards (CCSS) and English Language Development (ELD) Standards with English learners (ELs) will require knowledgeable educational leaders and teachers who are prepared and supported to effectively address the language and academic needs of ELs. Specific actions must be planned to build school and district wide capacity to address EL issues appropriately within the areas of curriculum, instruction, assessment and use of data.

Administrators and teachers will benefit from professional development opportunities and ongoing support to understand the content of the ELD Standards as well as their application within the content areas. Just as the CCSS ELA/Literacy standards require that ELA as well as other content area teachers teach the literacy standards, general education teachers will also have the opportunity to integrate ELD within content area instruction provided

to ELs. Teachers will benefit from learning how to use the ELD standards to plan for instruction, to use data to determine student linguistic needs, and to apply specific instructional strategies to differentiate content area instruction for ELs. Administrators may need support to organize comprehensive programs for ELs, understand the essential components for integrating ELD into content area instruction, and monitor and adjust program implementation.

Time for professional development and collaboration among teachers should be carefully planned and structured for optimal results. The collegial support structure selected should promote each school or district's learning culture. Some possible topics to cover during collaboration time may include: joint planning for ELD standards incorporation into lessons throughout the curriculum, writing language objectives, analyzing units of study to identify the language students will need to participate in CCSS instruction, designing and/or using instructional materials, assessing student work and monitoring progress, and discussing topics regarding peer support and coaching. There are many online resources available to enhance professional learning and promote the implementation of effective strategies with English learners.

## Helpful Resources

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- Achieve the Core website: <http://www.achievethecore.org/dashboard/>
- Brokers of Expertise website: <http://myboe.org/>
- California Department of Education CCSS website: <http://www.cde.ca.gov/re/cc/>
- California Department of Education CCSS Professional Development Modules website: <http://www.cde.ca.gov/re/cc/ccssplm.asp>
- Colorín Colorado website: <http://www.colorincolorado.org/>
- ELA/ELD Framework chapter 11: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- Learning Forward website for professional learning: <http://learningforward.org/>
- Sacramento COE eStandards website: <http://www.scoecurriculum.net/estandards/>
- Sacramento COE hELp webpage: <http://www.scoecurriculum.net/help>
- Share My Lesson website: <http://www.sharemylesson.com>
- The Teaching Channel: <http://www.teachingchannel.org> (includes ELL blogs)
- Understanding Language website: <http://ell.stanford.edu/>

## Considerations

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### Implementation Activities to Consider

### Notes

- Conduct a needs assessment to identify professional development topics focused on ELs
  
- Review data to determine areas needing attention to enhance EL instructional program/s
  
- Include ELD teachers, content area teachers and administrators in ELD and CCSS training activities
  
- Incorporate the use of data and strategies to differentiate for ELs into professional development focused on content areas
  
- Schedule structured collaboration time for ELD and content area teachers together
  
- Provide coaching, observation opportunities, and support for the implementation of effective instructional strategies with ELs
  
- Monitor and provide feedback regarding the implementation of ELD and effective EL strategies and language development in content area instruction

## Recent Developments and Looking Ahead

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- ✓ Spring 2014: CDE released additional online, professional development modules about the 2012 ELD Standards on the Brokers of Expertise website.
- ✓ Professional Development information about the CCSS ELA/Literacy, CCSS Math, and ELD Standards is included in new Frameworks:
  - ◆ July 2014: ELA/ELD Framework adopted by the State Board of Education
- ✓ Fall 2014: the first ELA-ELD training opportunities for the 2014 ELA-ELD framework will be available from the California County Superintendents Educational Services Association (CCSESA).
- ✓ Dec. 2014: CDE will host ELA-ELD Framework "roll outs."

## ELD Standards-Aligned Instruction and Resources

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The implementation of the components of the California Common Core State Standards (CCSS) system, including the 2012 English Language Development (ELD) Standards, requires the adoption of new instructional frameworks and standards-aligned instructional resources for our schools. The new *English Language Arts/English Language Development Framework* was adopted by the State Board of Education in July 2014. This document describes how the CCSS ELA & Literacy and ELD standards can be implemented in California's schools. Additionally, the *Framework* identifies five types of programs to which the new instructional materials will be aligned for Kindergarten and grades 1 through grade 8, and specifies the criteria for evaluating materials prior to adoption. Legislation authorized in 2013 (SB 201) adjusted the timeframe for the new list of recommended ELA/ELD to November 2015. In the meantime, lists of recommended Supplemental Instructional Materials and Resources (SIMR) that "bridge the gap" between the existing ELD materials and the new ELD Standards is available for consideration.

In November 2013, the State Board of Education (SBE) adopted the *2013 Mathematics Framework* which also includes information about math instruction for English learners. Additionally, In January 2014, the SBE adopted 30 CCSS-aligned mathematics programs for kindergarten through grade eight. The list includes basic grade-level programs, Algebra 1 programs and an Integrated Mathematics 1 program. In order to be adopted, the programs had to address all required criteria, including appropriate instructional strategies for ELs.

The Trailer Bill for the 2013-14 state budget, AB 86, authorized \$1.25 billion in CCSS implementation funds for districts, county offices of education, charter schools and state special schools. A local plan delineating how the funds would be spent to implement the CCSS was required. The funds could be allocated for technology, instructional materials (including supplemental materials), and professional development needed to implement the CCSS and the new, standards-aligned, computerized assessment system. The 2014 State budget allocated an additional \$400.5 million for the same purposes.

## Helpful Resources

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- Recommend SIMR materials for ELD: <http://www.cde.ca.gov/ci/cr/cf/eldsimr.asp>
- Recommended SIMR materials for ELA and Math: <http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp>
- State Board of Education approved 2014 K-8 Mathematics instructional materials: <http://www.cde.ca.gov/ci/ma/im/sbeadopted2014mathprgms.asp>
- Learning Resources Display Centers <http://www.cde.ca.gov/ci/cr/cf/lrdc.asp>
- CCSS implementation funds information: <http://www.cde.ca.gov/fq/aa/ca/commoncore.asp>
- CCSS resources listserv to receive regular updates: [join-commoncore@mlist.cde.ca.gov](mailto:join-commoncore@mlist.cde.ca.gov)
- Clearinghouse for CCSS resources: <http://www.cde.ca.gov/re/cc/clearinghouses.asp>
- California Department of Education Standards and Frameworks:
  - Content Area Standards: <http://www.cde.ca.gov/be/st/ss/>
  - 2013 Mathematics Framework: [www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp](http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp)
  - 2014 English Language Arts-English Language Development Framework, chapter 12 <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- EQuIP webpage includes review rubrics, guidelines and protocols to determine if instructional materials are aligned to the CCSS and are high-quality materials: <http://www.achieve.org/EQuIP>

## Considerations

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### Implementation Activities to Consider

- Conduct a gap analysis of existing ELA, math and ELD materials to determine if supplemental materials may help align resources and instruction to the CCSS and ELD Standards. Consider all grade levels and spans as materials are reviewed.
  
- Review the CDE lists of recommended resources and supplemental materials lists to determine which materials are desirable.
  
- Develop local criteria for reviewing potential materials for use in local schools. Train staff to understand and use the criteria.
  
- Use available rubrics to determine the quality of instructional products (Achieve.org features EQuIP rubrics that may be useful).
  
- Identify supplemental funding sources to purchases additional materials, and funds that may be used to purchase base materials for any “core” instructional programs.
  
- Review materials that specifically address English learner needs in the district materials selection processes (e.g., newcomers, long-term English learners, primary language materials, etc...).
  
- Allocate sufficient funds to purchase Math, ELA and ELD materials as well as supplemental resources that are appropriate for the local English learner population.

### Notes

## Recent Developments and Looking Ahead

- ✓ June 2014: The list of Supplemental Instructional Materials and Resources (SIMR) for ELD materials became available.
- ✓ July 2014: The ELA/ELD Framework, including criteria for instructional materials, was approved. Specialized ELD for LTELs is reflected in the “Program Five” category.
- ✓ August 2014: CDE identified at-risk and long-term English learners through CALPADS.
- ✓ November 2015: CCSS ELA/ELD materials adoption.

## Standards-Aligned Assessments

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On October 2, 2013, Assembly Bill (AB) 484 was signed by Governor Brown. This legislation required that California's student assessment system be redesigned to reflect the Common Core State Standards (CCSS). The new assessment system, known as the California Assessment of Performance and Progress (CAASPP), replaced the Standardized Testing and Reporting (STAR) assessments that were based on the state's former content area standards. California is a member of a multi-state testing consortium, the Smarter Balanced Assessment Consortium (Smarter). Part of the CAASPP assessment system falls under the Smarter Balanced Consortium (SBAC).

AB 484 suspended most of the STAR tests in 2013-14 so that districts could focus on the CCSS implementation and participate in the Smarter Balanced field tests. The U.S. Department of Education approved a waiver so that students wouldn't be "double tested" on STAR and Smarter Balanced exams. Over 3.1 million California students participated in the SBAC field test. 95% of the student in grades 3-8 and 11 took approximately 25 items in each content area. The remaining students (5%) took all test items for either ELA or math. All students completed one performance task. Student test scores were not reported during for the 2013-14 field testing year. When the tests become fully operative in 2014-15, the baseline test results will be used to meet federal and state-level accountability requirements, and to provide results about student performance and progress to teachers and parents. Students will take the new assessments in math and ELA.

English learners (ELs) will not be required to take the ELA assessment during their first year enrolled in a U.S. school. Instead, they will take the English language proficiency assessment which is currently the California English Language Development Test (CELDT).

Districts may continue to administer the Standards-based Tests in Spanish (STS) to eligible ELs in grades 2 through 11.

In September, 2013, the Smarter Balanced Assessment Consortium released the approved *Usability, Accessibility, and Accommodations Guidelines* which includes information about three types of tools that will be available to support students taking the exams. Universal designated supports may be used by any student, accommodations may be used by students with IEPs or 504 plans, and designated supports will be provided to students identified as needing them, including English learners. Examples of designated supports for ELs include translated directions, stacked translations and bilingual dictionaries and glossaries in 11 languages. Districts must provide information for each student who will use any Designated Supports or Accommodations on an Individual Student Assessment Accessibility Profile (ISAAP).

New for the 2014-15 school year will be two types of interim assessments available to California educators from the Smarter Balanced consortium: interim comprehensive assessments (ICAs) and interim assessment blocks (IABs). Both will feature the same item types found in the summative assessment as well as the same universal tools, designated supports, and accommodations. These tests are for local use.

Bill (SB) 201 was also signed by Governor Brown in 2013. SB 201 authorized the development of the new ELD assessments aligned to the 2012 ELD Standards which will eventually replace the CELDT. The English Language Proficiency Assessments for California (ELPAC) will consist of an initial English language proficiency "screener" (for new students) and an annual summative test which will be administered annual during a four month testing window after January 1 each year. Use of the CELDT will continue until the ELPAC is operative.

The ELA/ELD and Mathematics Frameworks feature strategies for providing universal access to all students, information about the use of different types of assessment results and how to use them in planning for instruction.

## Helpful Resources

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- CDE Smarter Balanced web page: <http://www.cde.ca.gov/ta/tg/sa/index.asp> Find tools and links to training tests, practice tests and sample items, legislation and the listserve.
- CAASPP e-mail list subscription [subscribe-caaspp@mlist.cde.ca.gov](mailto:subscribe-caaspp@mlist.cde.ca.gov)
- CCSS Communications Toolkit: <http://frameworksinstitute.org/toolkits/californiacommoncore/index.html>
- SBAC listserve to receive regular updates: [subscribe-sbac@mlist.cde.ca.gov](mailto:subscribe-sbac@mlist.cde.ca.gov)
- Smarter Balanced Website: [www.smarterbalanced.org/smarter-balanced-assessments/](http://www.smarterbalanced.org/smarter-balanced-assessments/)
- Digital Library Tour: <https://www.smarterbalancedlibrary.org>
- Interim Assessment Information: <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>
- SBAC *Usability, Accessibility, and Accommodations Guidelines*: <http://www.cde.ca.gov/ta/tg/sa/access.asp>
- SBAC Information in Spanish: <http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/>

## Recent Developments and Looking Ahead

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- ✓ March 2014: US Department of Education approved California's STAR testing waiver
- ✓ Fall 2014: The Digital Library with formative assessment resources will be available to staff
- ✓ December 2014: Availability of the SBAC interim assessments: interim comprehensive assessments (ICAs) and interim assessment blocks (IABs)
- ✓ 2014-15: Operational testing of the Smarter Balanced Assessments
- ✓ 2016-17: Operational ELPAC (proposed)

## Considerations

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### Implementation Activities to Consider

### Notes

- Subscribe to the CDE Smarter Balanced listserve to receive regular updates.
- Provide teachers and administrators access to the Digital Library. Familiarize them with the instructional and professional learning formative assessment resources.
- Review the Smarter Balanced blueprints, practice tests and sample items with staff to become familiar with the standards to be tested for each grade level, and the types of items and performance tasks that students will be taking.
- Encourage schools to schedule time to review and use the SBAC practice items and Training Tests with students to provide experiences with the features, functionality and item types.
- Determine the process for using the interim assessments and train staff regarding their use and application.
- Review the Item Specifications for the language that will be used in the Smarter Balanced tests. Make plans to familiarize ELs with the meanings of the new language that they will encounter in the exams.
- Convene teams of educators to determine which students are eligible for the various accommodations and design supports by reviewing the SBAC *Usability, Accessibility, and Accommodations Guidelines*. Ensure that the identified supports are documented appropriately and used regularly in classrooms, as required.
- Ensure that sufficient bilingual materials, dictionaries and glossaries are available for use by the appropriate students.
- Complete an Individual Student Assessment Accessibility Profile (ISAAP) for each student who will use designated supports and accommodations when taking SBAC exams.
- Update a schedule for testing students. Calculate the number of days it will take to administer the Smarter Balanced assessments based on the number of computers, students, and other factors.

## Accountability and Data

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The passage of AB 484 in 2013 made fundamental updates to the state assessment system as it moves from STAR to CAASPP. Consequently, the state's accountability system, the Academic Performance Index (API), is also undergoing transformation to accommodate the new CAASPP assessment results among other indicators. Other legislation introduced changes as well. SB 1458 required changes to the API for high schools, and AB 97 established a new school funding system, the Local Control Funding Formula (LCFF), which required additional modifications such as adding Foster Youth as a subgroup to the API, reducing significant subgroup sizes, and requiring districts to meet locally established growth targets.

Because the API can only report changes based on two years of data, the new indicators may only be added to the API one full school year after the State Board of Education (SBE) adopts them. The current transition to new standards-based assessments compromises the comparability of results across schools or school districts. Therefore, the SBE determined that no API scores would be reported in the 2013-14 and 2014-15 school years.

At bi-monthly meetings, the Public School Accountability Act (PSAA) Advisory Committee considers issues that impact any changes, and recommends policy changes to the SBE. The SBE has the final approval for all API indicator changes. Beginning with the 2015–16 API cycle, state assessment results may only constitute 60% of a high school's API; 40% must be from other indicators such as career and college readiness, graduation data, etc... The PSAA Advisory Committee is currently discussing a college/career indicator among others and has recommended methods for including graduation data in the API.

Per AB 97, the LCFF added a new API subgroup, Foster Youth, which has a subgroup size of 15 students. Other subgroups, including English learners, have a reduced numerically-significant threshold of 30 students. The CDE and the California Department of Social Services (CDSS) conduct weekly data matching processes to ensure that Foster Youth are appropriately identified.

Until a new API is produced, schools and districts that do not have an API calculated and need an API per other legislative reporting requirements will use one of the following methods:

- The most recent API calculation;
- An average of the three most recent annual API calculations;
- Alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant subgroups.

The US Department of Education granted California a waiver to suspend most of the STAR tests in 2014. Consequently, the federal Adequate Yearly Progress (AYP) was not reported for any districts that did not exclusively enroll high school students. Similarly, Title III, Annual Measurable Achievement Objectives (AMAO) 3 determinations, which are based on AYP results for the English learner subgroup, were only reported for high school districts and consortia. Additional targets for AMAOs 1 and 2 through 2016 were approved by the SBE in September 2014.

In August 2014, CDE reported data for students who meet the legislative criteria for "Long-Term English Learners" (LTELs) and "Students at-risk of becoming LTELs." The students were identified for districts via the California Pupil Achievement Data System (CALPADS). It is anticipated that the total numbers of students in these categories will be reported publicly on DataQuest. Like other reports on DataQuest, these reports will provide information by language group at the school, district, county and state levels.

In order to implement the LCFF funding formula and calculate the numbers of students within each category that generate the funds (Low Income, English Learners, and Foster Youth) the data collections for the identification of these students is now conducted annually in the fall. Therefore, in 2013 the *Language Census* date was moved from the spring to the fall. Data are reported for students who are enrolled on the first Wednesday in October of each year. However, districts have until February to confirm the status of these students and certify then amend the data in CALPADS, the state's data system used to maintain longitudinal, individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

## Helpful Resources

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- CDE's DataQuest web page includes test results and accountability reports: <http://dq.cde.ca.gov/dataquest/>
- SBAC listserve to receive regular updates: [subscribe-sbac@mlist.cde.ca.gov](mailto:subscribe-sbac@mlist.cde.ca.gov)
- PSAA Advisory Committee meeting information: <http://www.cde.ca.gov/ta/ac/pa/>
- CDE's CALPADS webpage: <http://www.cde.ca.gov/ds/sp/cl/>
- CDE's Title III Information Guide: <http://www.cde.ca.gov/ta/ac/t3>
- State Board of Education meetings and information: <http://www.cde.ca.gov/be/>

## Considerations

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### Implementation Activities to Consider

- Maintain accurate CALPADS data entry systems for all students, including Foster Youth, English Learners, and Low Income students. Ensure that program and data management staff have clear communication systems in place.
- When students receive final initial CELDT results from the test publisher, carefully review the CALPADS data to ensure that any students marked To Be Decided (TBD) are accurately coded as EL (English Learner) or Initial Fluent English Proficient (IFEP).
- If ELs have been reclassified as RFEPs, ensure that there is a clear procedure followed to update their English Language Acquisition Status (ELAS) in CALPADS.

### Notes

## Recent Developments and Looking Ahead

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- ✓ Spring 2014: Information provided about how the API will be reported for schools needing a report per statutory requirements.
- ✓ August 2014: CDE provided some guidance regarding the selection of alternative assessments that may be used for local decisions in lieu of CSTs (e.g., reclassification).
- ✓ August 2013: CDE notified districts of the new data available in CALPADS regarding students meeting the LTEL definition and those at At-Risk of becoming LTELs
- ✓ September 2014: Title III AMAO reports released
- ✓ Fall 2014: CDE will provide guidance on criteria for determining eligibility for the State Seal of Biliteracy awards.
- ✓ 2014-15: CDE plans to provide LTEL and At-Risk of becoming LTEL reports on the DataQuest web page.

## Communication and Stakeholder Involvement

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Parents, board members, community representatives and educational partners will be important stakeholders as the CCSS system components are implemented locally. Plan to communicate CCSS implementation messages as broadly as possible, and consider including representatives from these groups to serve on planning and implementation committees.

Review the legal requirements regarding the composition of various planning and advisory groups to be sure that they have the appropriate representation. For example, the new Local Control Funding Formula (LCFF) requires that parents of English learners participate in the planning efforts for the Local Control Accountability Plan (LCAP). English learner parent advisory committees are required whenever the district enrolls 30 and 15% ELs. Demographic information such as the number of ELs

enrolled in a district can be obtained on CDE's DataQuest website.

Several of the topics to be addressed in the LCAP will overlap with plans for the implementation of the CCSS system components in local schools as well as other plans required by the Elementary and Secondary Education Act (ESEA) such as Title I and Title III.

Districts will need to ensure that appropriate translations regarding the CCSS and any local plans are available for parents of English learners and fluent-English proficient students. Currently, there are a number of resources available in languages other than English that can be used. One example is the parent CCSS Handbook, developed by the California County Superintendents Educational Services Association (CCSESA), which is available for free in 16 languages. Another resource is the SBAC website which has CCSS information for parents in Spanish and English.

## Helpful Resources

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- Achieve the Core resources for parents and community members: <http://achievethecore.org>
- California Department of Education web pages
  - DataQuest web page includes demographic information: <http://dq.cde.ca.gov/dataquest/>
  - CCSS Information and Resources to share with parents: <http://www.cde.ca.gov/re/cc/ccssinfoflyers.asp>
  - Clearinghouse for Multilingual Documents: <http://www.cde.ca.gov/ls/pf/cm/>
  - Communications Toolkit: <http://www.cde.ca.gov/re/cc/guide7.asp>
  - LCFF information and resources: <http://www.cde.ca.gov/fq/aa/lc/>
  - Informational CCSS overview flyers in multiple languages: <http://www.cde.ca.gov/re/cc/ccssinfoflyers.asp>
- CCSS ELA in Spanish: <http://commoncore-espanol.com/spanish-language-arts-literacy-history-social-studies-science-and-technical-subjects-0>
- CCSS Guide for Parents of ELs - Californian's Together: <http://www.californianstogether.org/reports/>
- CCSS Communications Toolkit – Californians Dedicated to Education Foundation: <http://frameworksinstitute.org/toolkits/californiacommoncore/index.html>
- LCFF Channel with videos and information: <http://lcf.wested.org/>
- State Board of Education website: <http://www.cde.ca.gov/be/>
- Parent Handbooks in multiple languages from California County Superintendents Educational Service Association (CCSESA): [http://www.ccsesa.org/index/sp\\_CommonCoreStandards.cfm](http://www.ccsesa.org/index/sp_CommonCoreStandards.cfm)
- California Parent Teachers Association: <http://www.capta.org/sections/programs/e-standards.cfm>
- SBAC information for parents and students: <http://www.smarterbalanced.org/parents-students/>
- SBAC Information in Spanish: <http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/>

## Considerations

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### **Implementation Activities to Consider**

- Review parent committee requirements to ensure that parents of ELs and FEPs are included on planning and advisory panels, as appropriate.
  
- Ensure that translation of key messages (documents, reports, webpages, etc...) and interpretation at meetings is provided, as appropriate.
  
- Locate available resources to use and/or customize information for parents in necessary languages.
  
- Increase the engagement of parents and community members by scheduling meetings at convenient times and locations, sharing CCSS-related updates and resources, and communicating frequently to increase understanding of and support for local efforts.

### **Notes**

### **Recent Developments and Looking Ahead**

- ✓ June 2014: Districts adopted the initial 2014-15 LCAP.
- ✓ August 2014: Explaining Common Core to Californians- Communications Toolkit available.
- ✓ 2014-15: Stakeholder engagement in the LCAP annual update process will continue.