

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

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

- (1) How do school leaders demonstrate a commitment to build the capacity of all staff to implement evidence-based literacy instruction?
- (2) How do school leaders support implementation of core curricula that includes structured, evidence-based instruction in foundational skills to support all students?
- (3) How do school leaders ensure that there is a literacy leadership team on site?
- (4) How do school leaders promote teacher leadership to support evidence-based literacy instruction?

Key Topic B: Assessment Practices and Intervention Supports

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

- (1) How does the LEA support schools to interpret assessment data to inform decisions about literacy-focused curricula and instruction?
- (2) In what ways does the LEA support the use of universal literacy screening measures for entering TK, K, and current students to ensure appropriate placement and intervention supports are provided as needed?
- (3) How do schools provide literacy and language supports and interventions to ensure access to the full curriculum for all students?
- (4) How do schools use assessments in multiple languages to gather evidence of literacy and/or biliteracy development across content areas?

Key Topic C: Policy, Structure, and Cultural Alignment
Policies, procedures, and implementation of California guidance documents relating to standards-based literacy instruction and culturally relevant pedagogy are in place in all TK–12 classrooms.

- (1) How does the LEA support implementation of standards-based core curricula that incorporates literacy across all content areas?
- (2) How does the LEA support the implementation of California's literacy-related guidance and policy documents (including, but not limited to, California's curriculum frameworks, Dyslexia Guidelines, the Practitioner's Guide for Educating English Learners with Disabilities, the EL Roadmap, etc.)?
- (3) How do schools implement evidence-based literacy and/or biliteracy instruction that allows all students to effectively apply academic language across content areas?
- (4) How do schools support teachers to share responsibility, collaborate, and understand their role in supporting all learners, including EL students, DLL students, LTEL students, Ever-EL students, SEL students, and students with varying abilities, in their literacy and language development?

Key Topic D: Family, Community, and Partner Supports
Schools exist within the context of the community and work with parents, families, community members, and outside organizations to create the structures necessary for effective literacy instruction and learning.

- (1) How do schools ensure family and community engagement in literacy-related activities?
- (2) How do schools ensure that community, family, and student language, linguistic and cultural diversity, and English dialects, including African American English, Latinx English, or Spanglish are recognized as assets, respected, and valued?
- (3) How do schools establish and sustain positive and effective relationships with early education providers within their communities?
- (4) How do schools establish and sustain positive and meaningful relationships with community organizations that provide students with supplemental educational opportunities related to literacy?