

2022 **UPLIFT LITERACY**

OUR 2022 EVIDENCE

The immediate and sustained effects of the COVID-19 pandemic were felt most acutely by our students and families throughout Region 9, which includes San Diego, Orange, and Imperial counties, encompassing the border with Mexico and including the highest number of American Indian (AI) communities in the state. Region 9 houses significant diversity within the English learner (EL) population of unaccompanied minors, newcomers, progressing ELs, and long-term ELs. Similarly, the regional AI population reflects the rich diversity of 18 tribal communities.

Due to existing inequities, exacerbated by the pandemic, literacy achievement gaps have persisted. Additionally, EL and AI students were disproportionately impacted by linguistic, technological, and geographic barriers to accessing instruction during remote learning.

Comprehensive Literacy State Development (CLSD) Priority Area 3, Uplift Literacy, aims to positively impact EL and AI student literacy outcomes, specifically focused on TK-5 program capacity building, which includes the development of biliteracy and primary language instruction. As an initial pilot, five LEAs are participating in Uplift Literacy: Valley Center-Pauma Unified School District, National School District, Calexico Unified School District, Bonsall Unified School District, and Santa Ana Unified School District.

Based on our needs analysis, culturally responsive and sustaining pedagogy, which holds an asset-based view of children and communities, is an area for educator growth and learning throughout Region 9. Uplift Literacy aims to enact California’s commitment:

“California’s current educational policies demonstrate its commitment to multilingual learner (ML) students and to an asset-based instructional approach that promotes global competence. This means that all students, and ML students, should be recognized for the special assets they bring to school, because these assets enrich our society and make the state as a whole globally competitive” (Improving Education for ML and EL Students: From Research to Practice, 28).

Uplift Literacy focuses on effective educator practices that are needed for understanding and implementing asset-based approaches to literacy and family and community engagement. We provide job-embedded professional learning for teachers, coaches, and leaders. In line with our emphasis on asset-based pedagogy, we are utilizing Liberatory Design from the National Equity Project (2020), a change process that is iterative and reflective, and which embeds community co-construction of design. Through praxis, we hope to create the conditions for meaningful and lasting change for the education communities and families within Region 9, potentially serving as a model of learning and literacy plan development for California.

OUR 2022 IMPACT



Literacy Outcomes

We foster an academic future where all children, regardless of background, have the literacy skills to thrive.

We expect 55% of students at project sites will meet or exceed the standards on the CAASPP ELA assessment by spring of 2024. In addition to all students, we expect 30% of students with disabilities, 30% of English learners, and 45% of students who are economically disadvantaged to meet or exceed standards per CAASPP ELA assessments.

8,840 STUDENTS SUPPORTED IN 5 LEAS.

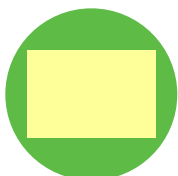


Capacity Development

We help systems learn, adapt, and create conditions for high-quality literacy instruction.

By spring 2024, we expect all schools across the project to implement the program objectives with fidelity.

5 LOCAL EDUCATION AGENCIES SUPPORTED: NATIONAL SCHOOL DISTRICT, VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT, SANTA ANA UNIFIED SCHOOL DISTRICT, CALEXICO UNIFIED SCHOOL DISTRICT, AND BONSALL UNIFIED SCHOOL DISTRICT.



Family Engagement

We support families with limited means to gain the resources they need to support their children’s language development.

We expect to engage over 1,500 parents/community members with project resources by 2024 in literacy promoting activities.

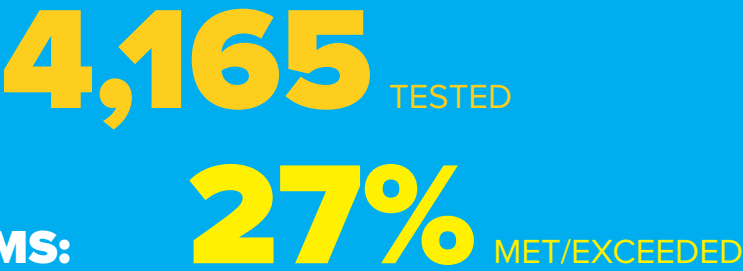
OVER 15,000 PARENTS AND GUARDIANS IN 5 LEAS (TK-5).



Uplift Literacy connected over **306 educators** to over **7,253 students'** literacy data, and we developed a system for monitoring progress in important literacy skills.

Our work advances literacy skills for students from transitional kindergarten through fifth grade. We promote the use of evidence-based practices, activities, and interventions with an emphasis on disadvantaged children, especially children living in poverty and children with disabilities. Our approach uses local literacy data measured multiple times a year to set goals and monitor progress. Our team works directly with teachers, coaches, and school and district leadership to examine the reasons for results and to address the root causes of literacy outcome not meeting or exceeding standards.

UPLIFT LITERACY
CAASPP RESULTS
ACROSS ALL SYSTEMS:



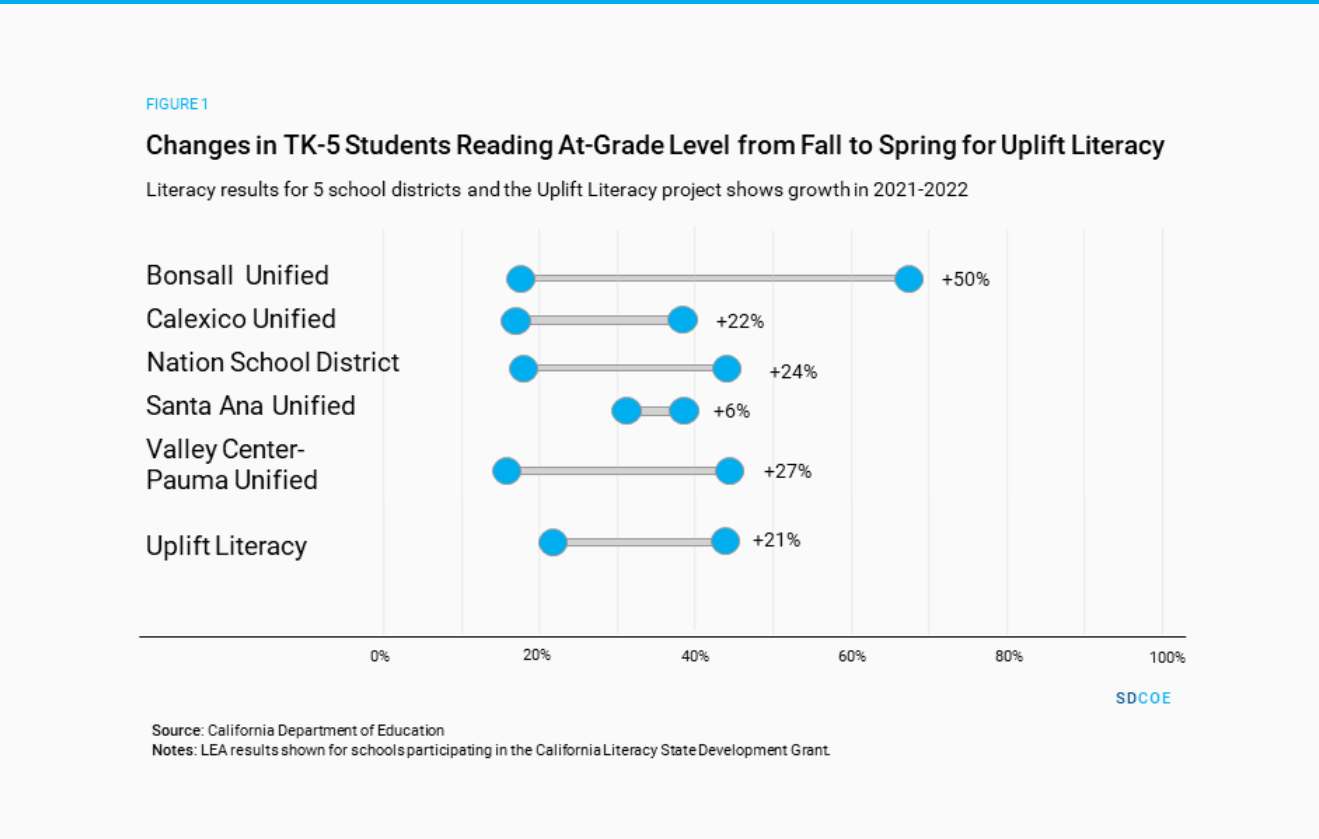
School Name	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding
Bonsall Elementary	384	57%
All Bonsall Unified School District	384 total	57% average
Blanche Charles Elementary	307	20%
Cesar Chavez Elementary	302	25%
Dool Elementary	229	13%
Jefferson Elementary	248	25%
Kennedy Gardens Elementary	208	15%
Mains Elementary	147	16%
Rockwood Elementary	234	12%
All Calexico Unified School District	1,675 total	18% average
Central Elementary	225	25%
Lincoln Acres Elementary	202	22%
All National School District	427 total	24% average
Davis Elementary	219	36%
Heroes Elementary	229	32%
Jackson Elementary	279	23%
Lincoln Elementary	310	18%
All Santa Ana Unified School District	1,037 total	26% average
Lilac Elementary	187	40%
Pauma Elementary	68	32%
Valley Center Elementary	373	30%
Valley Center Primary	14	*
All Valley Center-Pauma Unified School District	642 total	33% average

Source: California Department of Education
Notes: LEA results shown for schools participating in the California Literacy State Development Grant.
* Indicates results suppressed due to size of student population.

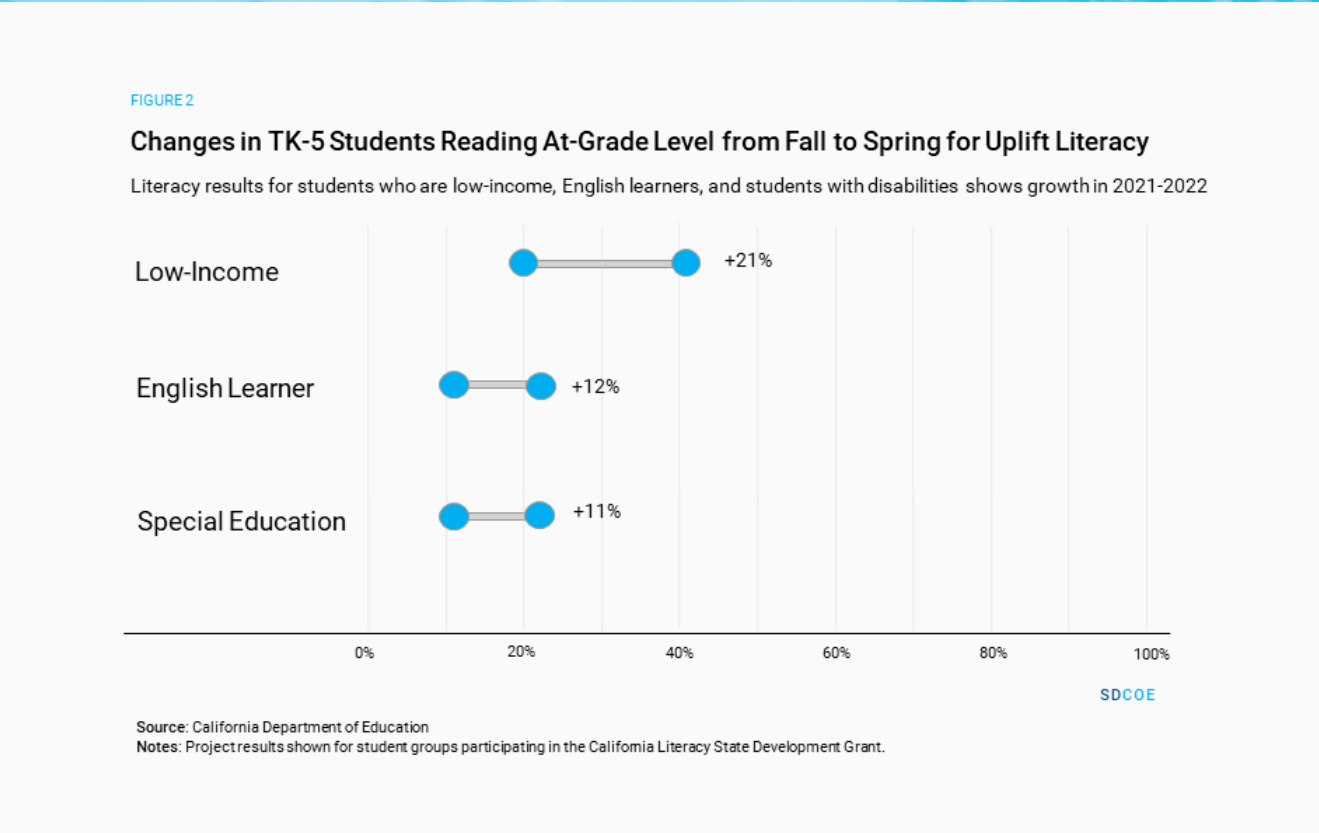
LITERACY OUTCOMES

LOCAL LITERACY GROWTH FROM FALL TO SPRING:

3,088 TESTED



SPECIAL POPULATIONS:



CAPACITY DEVELOPMENT



Uplift Literacy has recruited over **20 teachers** to our academies where we will intensively shape their abilities and skills to improve literacy development across the system.

The Teacher Leadership Academy, The Educator Academy: Focus on Culturally and Linguistically Responsive Instruction, and the Library Academy will provide a coherent suite of professional learning opportunities that are strongly connected to California’s Comprehensive and Integrated Literacy Model.

Our approach involves embedding evidence-based practices and interventions into literacy instruction, especially for disadvantaged students and students with disabilities. Our process begins with examining and analyzing local system data. Uplift Literacy leadership and its partners then co-create action plans for building upon strengths of teachers, leaders, coaches, family, community, and students as a means to addressing low literacy outcomes. Uplift Literacy coaches teachers and leaders to build the associated capacities of their schools to support and strengthen literacy outcomes in these systems. Our final product is a highly participatory co-designed process with clear steps for improvement.



NEEDS ASSESSMENTS COMPLETED: **5**

DISTRICT LITERACY PLANS: **UPCOMING**
PLANS SCHEDULED FOR DEVELOPMENT IN 2023

STARTED: COHERENCE
NOT STARTED: COMPREHENSIVE ASSESSMENT SYSTEM
NOT STARTED: DATA-BASED DECISION-MAKING

TEACHER LEADER PRACTICE PROFILES DEVELOPED: **1 of 3**

NUMBER OF TEACHERS SERVED: **0**

20 TEACHERS RECRUITED FOR 2022-23

NUMBER OF PROFESSIONAL LEARNING EVENTS ATTENDED BY TEACHERS: **0** NO 2021-22 EVENTS

NOT STARTED: LIBERATORY DESIGN

NUMBER OF COLLABORATIVE EVENTS ATTENDED BY REGIONAL TEAMS: **116**

GROWTH IN TEACHING LITERACY ASSESSMENT: **FORTHCOMING**
DATA TO BE COLLECTED DURING 22-23 SCHOOL YEAR

NUMBER OF TEACHERS DELIVERING CULTURALLY RESPONSIVE LESSONS: **FORTHCOMING**
DATA TO BE COLLECTED DURING 22-23 SCHOOL YEAR

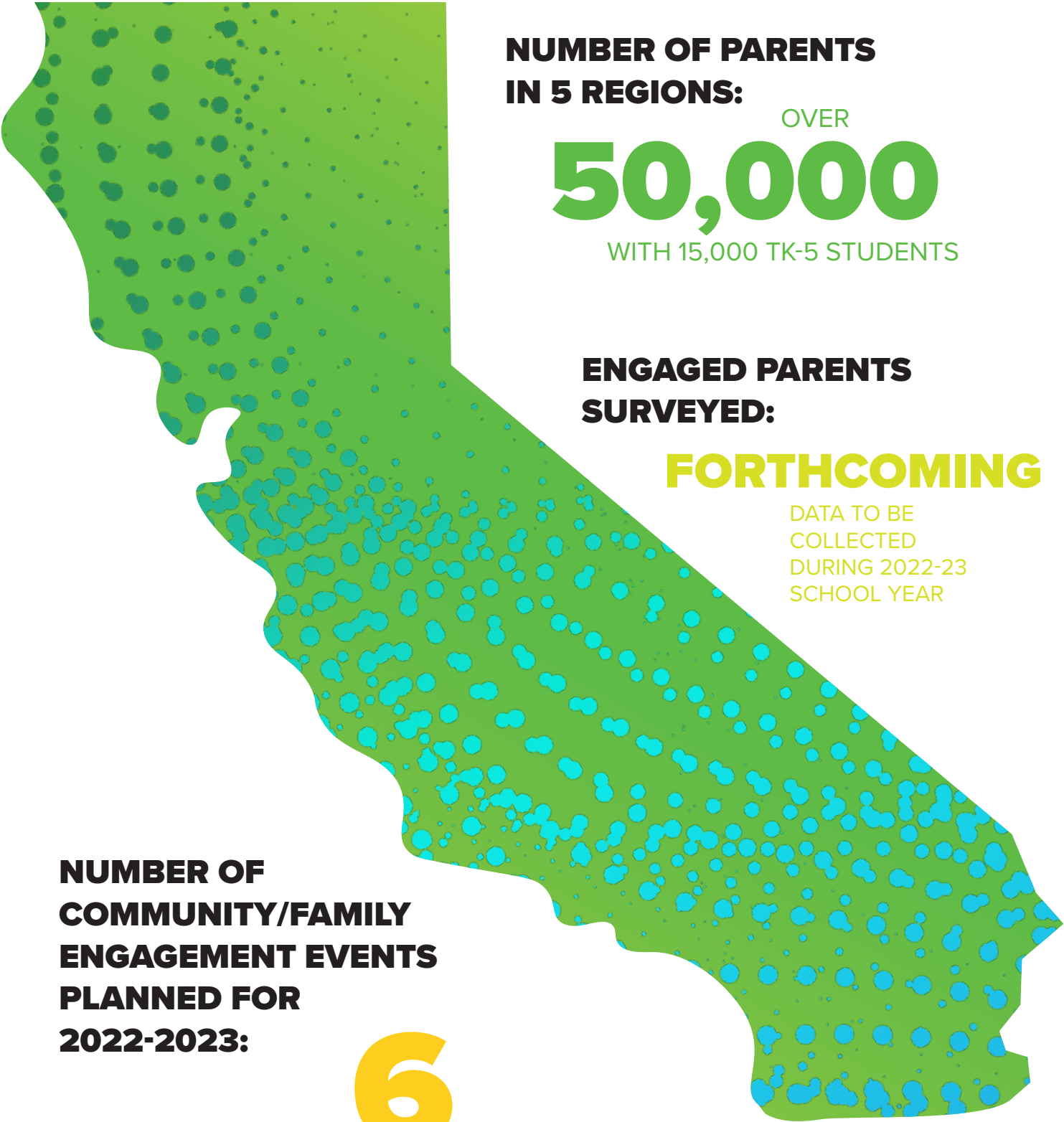
FAMILY ENGAGEMENT

Uplift Literacy has designed plans and developed tools to **engage parents** in their children’s literacy development.

Family-school engagement focuses on the importance of positive, interactive, and equitable relationships between school program staff and parents through relationships that enhance and support children’s learning. Decades of research in developmental science have shown that family engagement is one of the most powerful predictors of a child’s success in school and in life. Family engagement is particularly important for children in vulnerable populations in that it helps create consistency between the home and school environments by placing emphasis on the assets of primary language and culture.

Given all the positive outcomes expected, the Uplift Literacy grant will work to:

- Increase family engagement through high-interest literacy activities and learning opportunities to build genuine relationships that will have a positive impact on children’s educations.
- Develop a love for reading and learning mindset through the development of home, classroom, and school libraries that reflect and celebrate the students’ cultures.
- Grow responsive, culturally and linguistically sustaining, and asset-based pedagogy that improves literacy outcomes for multilingual, English learner, and American Indian students.



ADJUSTMENTS

- We will adjust our professional learning events based on Year 1 evidence. For example, Year 2 will focus on communities of practice (CoPs) and the academies to support the completion of literacy-based needs assessment. Districts will then use the results to further refine district and site guiding documents such as the LCAP, SPSA, and EL Master Plan. We will ensure the district and site literacy plans are aligned to state literacy plan guidelines.
- Given that many of the activities intended for Year 1 with LEAs were delayed and waylaid due to ongoing COVID challenges, we will monitor activities planned for this year to adjust, as needed, based on each LEA's identified literacy needs while ensuring we abide by CLSD grant requirements.
- We plan to develop, expand, and conduct our family and community engagement activities using the family's preferred methods including in-person and online offerings. The additional funding from the grant for culturally relevant books will enhance family literacy work of CLSD Grant Priority 3, in line with the goals of "Uplift Literacy."

IMPACT

Bonsall Unified School District

The Bonsall Unified School District (BUSD) is in the unincorporated area of the County of San Diego. In 2018, the population of Bonsall was 4,464, which was up from 3,982 in the 2010 census. For more than a century, BUSD has served the unincorporated communities of Bonsall and Fallbrook. There are four schools within the BUSD boundaries serving 2,164 students in grades TK-12. The BUSD demographic profile consists of 44.8% white, 34.9% Hispanic, 3.5% American Indian, 2.0% Asian, 1.6% African American, 0.7% Pacific Islanders, and two or more races 8.8%. Socio-economically disadvantaged (30.9%), English learners (12.9%), and Special Education (14.6%) subgroups are provided additional services targeted towards supporting them to reach their highest academic potential. These percentages reflect the level of challenge to be met to ensure that all students are successful in school and validate LCAP funding allocations to "improve or increase" services so that all students graduate from high school prepared to succeed in college and the workforce. Fundamental to the district's mission is providing a comprehensive, viable, and rigorous curriculum to all students, with appropriate interventions that support the completion of the core program and allows students to access higher-level course work. Intervention programs include: Lexia Core 5 and PowerUp Reading; ST Math; Positive Behavioral and Intervention Supports, which supports the social-emotional learning of the student; and Multi-tiered System of Supports, a framework to provide targeted support to students. In addition, the district offers ongoing professional development to all teachers for the state standards to be implemented effectively and to meet the social-emotional needs of the students.

Bonsall Unified School District serves 6 schools and 4,464 students in the Bonsall area. They partner with Uplift Literacy for literacy outcomes, professional learning, and family engagement.

IMPACT

Calexico Unified School District

The city of Calexico is home to 39,825 residents and is one of the most economically disadvantaged regions in California. Calexico is a rural, desert city in southern California that borders the United States/Mexico border. Its sister city across the border is Mexicali, Mexico, population 1.14 million (2021), and is the capital of Baja, California. Calexico lies 50 miles west of Yuma, Arizona, and 130 miles east of San Diego, California. The city of Calexico has several pressing safety concerns. It is one of the top three drug trafficking corridors in the US. Trafficking (both drug and human) are prevalent within the city. In some cases, youth are approached to act as mules to cross drugs across the border. Especially vulnerable to these propositions are our low-income students. Over 84% of our students are considered low-income. Calexico Unified School District serves 8,563 students Pre-k through 12th grade at 11 schools: 1 traditional high school, 1 continuation high school, 2 junior high schools, 7 elementary schools and an Independent Study Program. Schools are in close proximity to the international border. One of our elementary schools is two blocks from the border, our farthest elementary school is approximately 2 miles from the border with the remaining 9 schools (5 additional elementary schools, 2 junior high schools, 1 comprehensive high school (with two physical campuses) and 1 alternative continuation high school) lying within 1 mile of the border. Our population is 62.6% English learner (EL), 0.3% foster youth, 84.1% are classified as Low Income, our LCFF Unduplicated count is 91.67% and most of our EL (62.6%) students speak Spanish. Other subgroups consist of 7.1% homeless youth, 5.4% migrant education students, and 9.1% students with disabilities. We are committed to increasing student achievement through a purposeful and effective instructional program, engaging all students in academically rigorous learning. All staff will be provided professional development to enhance professional practices that lead to the academic achievement of our students. Parents, community, and staff will work collaboratively to support students in achieving their personal, social, and career goals. We will create academic pathways and a supportive environment that prepares all students to be college and career ready, allowing them to compete and succeed in a global society.

Calexico Unified School District serves 11 schools and 8563 students in the Calexico area. They partner with Uplift Literacy for literacy outcomes, professional learning, and family engagement.

IMPACT

National School District

National School District serves 11 schools and 5190 students in the National City area. They partner with Uplift Literacy for literacy outcomes, professional learning, and family engagement.



IMPACT

Santa Ana Unified School District

Founded in 1888, the Santa Ana Unified School District (SAUSD) is the seventh largest school district in the State of California and the largest district in Orange County, providing education services to approximately 48,000 students, TK-12, in 56 schools, and is the second largest employer in Santa Ana, providing job opportunities to approximately 4000 employees. here are 36 elementary schools, 9 intermediate schools and 7 high schools, 6 traditional comprehensive high schools, and 2 early college high schools with one located on the campus of Santa Ana College. SAUSD also offers three Educational Options schools, one dependent charter, one Deaf and Hard of Hearing Resource Center, three Early Childhood Education Programs, Workability Program and Adult Transition Program and one Early Learner Childhood Education Special Needs Developmental Center. Offering a multitude of educational programs, including 39 career-focused academies and pathways within 15 industry sectors, we prepare students for college, career, and beyond and develop their capacity to be critical problem solvers with the soft skills also necessary to navigate the demands of today’s workforce such as: social awareness, collaboration, effective communication, technical literacy, integrity, and community engagement with a social justice lens. 96% of our students are Hispanic, 1.9% are Asian, and 2.0% Other. Approximately 45% of SAUSD students are English learners. Spanish, Vietnamese, and Khmer are the most common languages spoken at home. Approximately 87% of the SAUSD student population is designated as coming from low-income families. The Santa Ana Unified School District Board of Education Vision and Mission reflect the district path to providing a rigorous academic program with career-based learning and workplace experience to ensure all students are college and career ready and prepared to assume the role as part of the global community. We work collaboratively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career. We assure well-rounded learning experiences which prepare our student for success. We engage, inspire, and challenge all our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and a global society.

Santa Ana Unified School District serves 41 schools and 45,000 students in the Santa Ana area. They partner with Uplift Literacy for literacy outcomes, professional learning, and family engagement.

IMPACT

Valley Center-Pauma Unified School District

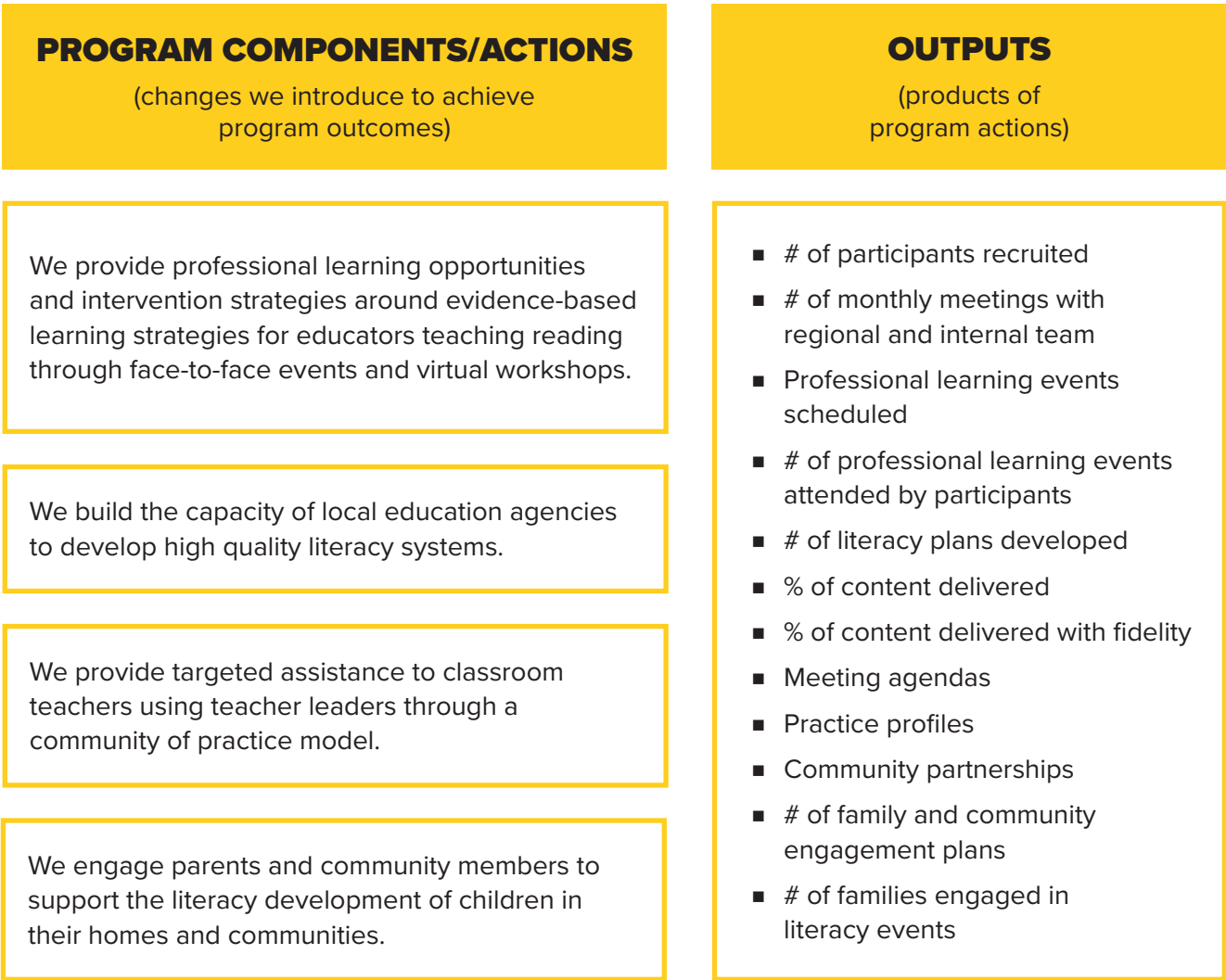
Valley Center-Pauma Unified (VCPUSD) is a TK-12 school district with 3865 students located in the rural agricultural area of Northern San Diego County, with a backdrop of the Palomar Mountains. The district has a 300 square mile boundary and serves a beautifully diverse group of students with the ethnic make-up of 59.5% Latino/Hispanic, 24.3% White, 8.8% Native American, 4.6% Two or more races, and less than 1% in each of the following groups: African American, Asian, Filipino, and Pacific Islander, the remaining 2.8%. Our Native American Indian students are from five Native American Indian Reservations, San Pasqual, Rincon, La Jolla, Pauma, and Pala. Of our 3865 students, fifty-three percent (53%) participate in the Free and Reduced Lunch program, 0.3% are foster students, and 3.3% are Homeless. In addition, within the overall student population, approximately 25% of the population (980) are English learners and 58.4% are socioeconomically disadvantaged. VCPUSD is comprised of 8 schools: Valley Center High School (comprehensive high school), Oak Glen Continuation High School, Valley Center Middle School, Valley Center Elementary School (Grades 3-5), Lilac School (TK-5), Pauma School (TK-8), Valley Center Primary School (TK-2), and Valley Center Prep School (Independent Study). In addition, VCPUSD will be adding a virtual component to one of its 2021-22 Local Control Accountability Plan for Valley Center-Pauma Unified School District. In grades K-8, VCPUSD offers a 50/50 Dual Language Spanish Program, with all students entering at the elementary level. Valley Center High School offers our students a rigorous a-g pathway and Career and Technical Education (CTE) Pathways for students to engage in while at the high school. Our pathways include a-g courses so students who elect to engage in the following CTE sectors that we offer can also complete their a-g coursework. Both pathways, individual or together, prepare our students to be College and Career Ready. The high school offers pathways and or certification in the following industries: Agriculture and Natural Resources, Arts, Media & Entertainment, Health, Science & Medical Technology, Hospitality, Tourism & Recreation, and Transportation, and Building & Construction.

Valley Center-Pauma Unified School District serves 8 schools and 3865 students in the Santa Ana area. They partner with Uplift Literacy for literacy outcomes, professional learning, and family engagement.

LOGIC MODEL

Problem Statement: Schools have (a) limited funding for professional development opportunities and systematic processes for addressing literacy-based problems; (b) limited actionable data tools and resources to overcome literacy challenges; and (c) disparities in educational outcomes across a range of subgroups in literacy.

Project Goals: The goals of Uplift Literacy include: (a) improving early literacy (reading, writing, letter/word knowledge) and language outcomes for urban, suburban, and rural students needing prevention or intervention, while ensuring equity of support for low-income students, English learners and students with disabilities; (b) increasing teacher capacity through asset-based mindsets, professional knowledge, instructional skills to align and implement evidence-based literacy practices; and (c) increasing the capacity of families to use evidence-based prevention practices to support early literacy. ←



UPLIFT LITERACY

EVIDENCE-BASED PRACTICES
AND METRICS CHART

Evidence-Based Practice, Activity, or Intervention	Metric	Research Support	Focal Group
Coherence	Number of schools with a coherent literacy system in place aligned to the state literacy plan (indicated on literacy plan)	National Implementation Research Network (NIRN)	English learners, American Indian students
	Number of practice profiles developed and used	Coherence	
	Data collection: 2021-22 baseline	MTSS Resources Roadmap Principles	
Equity Leadership	Number of Professional Learning (PL) events incorporating Liberatory Design into the process Data collection: 2022-23	Liberatory Design Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction	English learners, American Indian students
High Quality Professional Learning & Instructional Coaching	Number of teachers developing language, literacy, and content knowledge for teaching multilingual students. Teacher literacy knowledge and skill assessment Pre-post professional learning survey Data collection: 2022-23	Liberatory Design National Implementation Research Network (NIRN) ELA/ELD Framework The Art of Coaching: Effective Strategies for School Transformations ELL Shadowing as a Catalyst for Change Student-Centered Coaching	English learners, American Indian students
Comprehensive Assessment System	Number of schools with a comprehensive assessment system in place (indicated on literacy plan) Data collection: 2021-22	ELA/ELD Framework	English learners, American Indian students
Data-Based Approach to Decision-Making & Problem Solving	Number of schools examining local literacy data and making adjustments to literacy activities and goals (indicated in literacy plan) Data collection: 2022-23		English learners, American Indian students
Culturally Responsive and Sustaining Pedagogy	Number of teachers using implementing lessons using culturally responsive and sustaining pedagogy Data collection: 2022-23	Cultivating Genius Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students Teaching for Biliteracy: Strengthening Bridges between Languages	English learners, American Indian students

CLOSING

The overarching goal of **Uplift Literacy** is to improve literacy outcomes for all students through the improvement of equity-centered literacy implementation in schools by engaging stakeholders at all levels. Uplift Literacy responds to the urgent need to design asset-based systems intentionally focused on the needs of historically underserved students, particularly EL/AI students in traditional and DL settings.

Foci of the project include:

1. Improving Tier 1 Instruction, including comprehensive ELD, assessment, and data practices.
2. Understanding and implementing culturally and linguistically responsive instructional resources and practices.
3. Improving LEAs’ capacity, including stakeholders from across the system, to implement asset-based literacy leadership and instructional practices (i.e., foster equity mindsets and exhibit high expectations).
4. Improving LEAs’ capacity to implement evidence-based family literacy practices and strengthen family and student agency.

2022-2023 UPCOMING EVENTS



Teacher Leadership Academy

Aug. 2022 – May 2023

Community of Practice

Aug. 2022 – May 2023



PARTNER AGENCIES



CONTACT US

The San Diego County Office of Education **Uplift Literacy** project team in partnership with Imperial County Office of Education (ICOE), Orange County Department of Education (OCDE), and California Reading and Literature Project (CRLP) builds the capacity of CLSD participating LEAs in improving literacy outcomes for TK-5 English learner and American Indian students in traditional and dual language settings; increase teacher capacity to align and implement asset-based instructional practices; and increase educators' capacity to implement asset-based literacy leadership practices, including evidence-based family engagement and literacy programs.

To learn more about this work, please contact any of our Uplift Literacy team members.



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RESOURCES

**Comprehensive Literacy
State Development Grant
Resource Repository ►**

