

2023

**EVERY  
CHILD  
READS**

# HIGHLIGHTS 2022-2023

The following highlights reflect important developments for *Every Child Reads* in 2022-2023:

- The partnership between Contra Costa and San Diego County Offices of Education is strong. Partners meet regularly to examine the needs of their respective districts, strategize on how to meet their needs, and monitor the progress of their work.
- At the current level of progress Every Child Read Is not expected to meet the goal of 55% of students reading at grade level by 2024.
- Every Child Reads convenes stakeholder groups regularly including the project steering committee, parent engagement, and others.
- Parent engagement continues to be a major focus for 2022-2023 with the goal of increasing family and community engagement. Every Child Reads has supporting districts to develop plans for family literacy events, carrying out planned events, and increasing book access for students.
- Every Child Reads began regularly monitoring metrics for its evidence-based practices and interventions to ensure these practices provide timely information to make informed decisions.
- Every Child Reads implemented a stronger focus in 2022-2023 to monitor student progress on literacy assessments to mediate lingering effects of learning loss due to the pandemic.

# PROJECT BACKGROUND

Recent research on learning loss has drawn renewed attention to the importance of early literacy strategies and their potential to narrow the achievement gaps among students (Fahle, et al., 2023). The pandemic’s impacts, which have been distributed unevenly, are notably evident in the unequal academic accomplishments of marginalized student groups. As educators, we confront the dual task of tackling incomplete learning and the regression in learning, which has further exacerbated the disparity between students who meet established standards and those who have not yet reached that level.

Within this context, *Every Child Reads*, comprising Contra Costa COE and San Diego COE, has pinpointed two high-priority districts for their endeavor: Oakley Union Elementary in Contra Costa and Oceanside Unified in San Diego. While overall district averages in English language arts (ELA) and reading standards might present a less concerning view, a detailed analysis reveals significant discrepancies in academic outcomes, particularly among underserved student subsets such as English learners (ELs), economically disadvantaged students, students of different ethnicities, and students with disabilities. For instance, in both districts, fewer than 5% of ELs have met the Reading standards. The necessity for intervention is both evident and urgent, prompting this project to aim at swiftly and consistently building the capacity required to best support our most marginalized student groups.

This project’s primary focus revolves around enhancing the capability of schools to assist

TK-5 students who are still striving to reach their reading objectives. This includes students with disabilities and those grappling with dyslexia. Through a careful needs assessment, *Every Child Reads* has identified seven key areas for teacher professional development to have a positive influence on ELA and Reading standards. These encompass the implementation of Multi-Tiered System of Supports (MTSS), the establishment of comprehensive assessment systems, the adoption of data-driven decision-making and problem-solving methodologies, the incorporation of a range of interventions, the promotion of culturally responsive pedagogy, the understanding of reading development and challenges, and the application of Universal Design for Learning (UDL) and differentiation techniques.

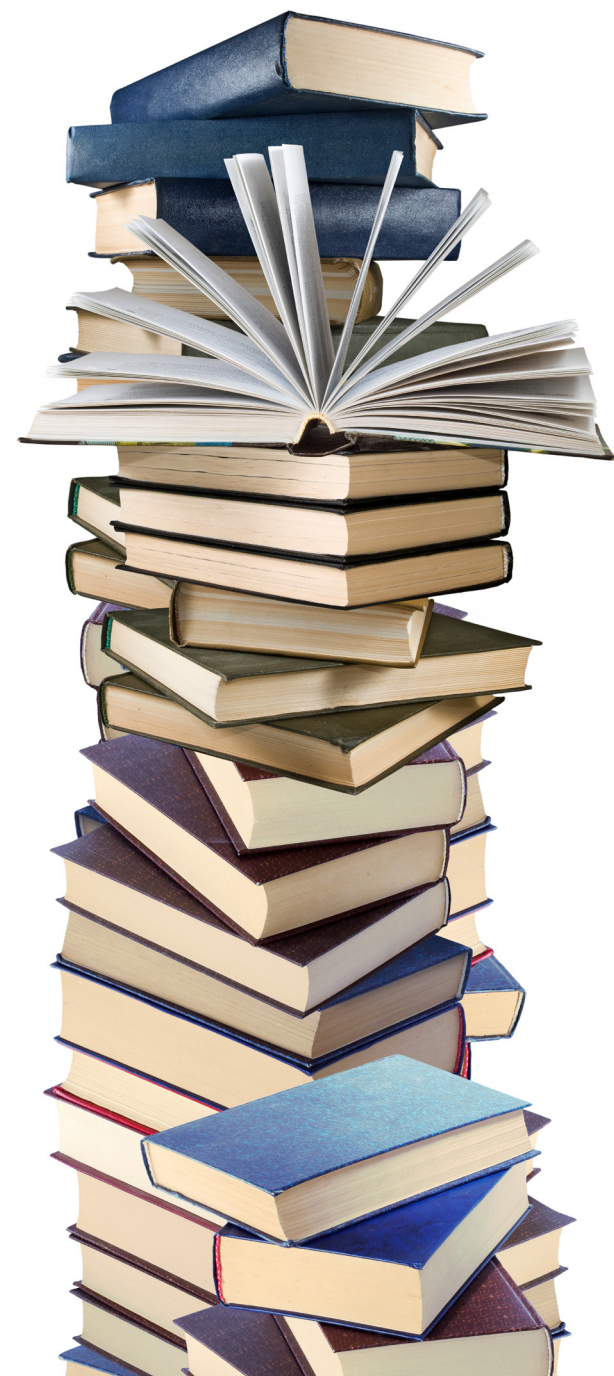
Through well-crafted professional development and personalized guidance, the project seeks to not only enhance teachers’ grasp of effective literacy practices but also to prompt tangible adjustments in their instructional approaches. Ultimately, the aim is to create a more equitable and comprehensive literacy education for all students, with a specific emphasis on accelerating the progress of students dealing with dyslexia, learning disabilities, ELs, and those from diverse racial backgrounds. The engagement of families and the wider community stands as a pivotal element in this initiative, serving as a linchpin for its long-term viability.



# EVALUATION QUESTIONS

The evaluation team at the San Diego County Office of Education spearheaded the initiative to furnish *Every Child Reads* with feedback concerning formative inquiries pertaining to the execution of project initiatives and the resultant outcomes tied to these endeavors. The following section outlines each individual question:

- 1. ARE PARTNERS COLLABORATING EFFECTIVELY?
- 2. WHAT CHALLENGES OR BARRIERS ARE SITES EXPERIENCING ENGAGING WITH *EVERY CHILD READS*?
- 3. WHAT SUCCESSES ARE PROJECT ADMINISTRATORS AND SITES EXPERIENCING?
- 4. HOW OFTEN DO PARTNERS MEET AND WHAT ARE THEY MEETING ABOUT?
- 5. ARE PARENTS AND COMMUNITY MEMBERS ENGAGED IN SERVICES?
- 6. IS DISTRICT CAPACITY IMPROVING TO IMPLEMENT EVIDENCE-BASED READING PRACTICES?
- 7. TO WHAT EXTENT ARE TRENDS IN READING PROFICIENCY CHANGING?



# EVALUATION METHODOLOGY

Our evaluative strategy strategically allocates resources towards gathering a diverse range of data types, encompassing both qualitative and quantitative aspects. A proficient team is engaged to expertly synthesize findings from these distinct data types at all stages of the project. Employing a mixed-methods approach, rather than relying solely on qualitative or quantitative methods individually, ensures a cohesive evaluation throughout the grant duration, yielding detailed and insightful reports. We leverage data collected across the project’s timeline to appraise shifts in participant perspectives, organizational dynamics, student achievements, and programmatic components facilitated by the grant. Given the extended timeframe of this multi-year evaluation, it is essential to remain adaptable based on insights from formative outcomes, while also maintaining certain constant elements. This approach enables the creation of a longitudinal summary and a comprehensive record of responses to the evolving landscape.

# FINDINGS

The following findings emerged from the careful collection and analysis of evidence from interviews, program document reviews, administrative data, and during conversations and meetings with grant administrators. Qualitative findings focus mainly on the interviews conducted with grant administrators, district leaders, and educators. Quantitative findings emerge from local and statewide assessment data, programmatic data, and document reviews.





# QUALITATIVE FINDINGS

Through our interviews with multiple community partners, we have gathered the following emergent themes that most characterize the experiences of *Every Child Reads* participants. Our interviews and focus groups included project administrators, district, and site administrators, and TOSAs and teacher leaders, aligning to evaluation questions 2 and 3. While each interview did not address all the themes directly, the following themes are most often reflected in the content of the interviews:

## TIMING MATTERS, AND THE TIMING IS RIGHT

All respondents expressed the importance of contextual readiness. When considering why reading and literacy interventions grounded in the Science of Reading had previously not taken hold in their districts, interviewees often discussed the prevalence of other popular reading frameworks, such as Guided Reading, and the general acceptance of those frameworks in the face of students struggling to read. Partners now expressed an overwhelming belief that their systems were ready for evidence-based reading and literacy interventions. Respondents hoped to move quickly to capitalize on this timing.

## THIS INTERVENTION IS NEEDED

Participants identified a shared understanding of the problem that *Every Child Reads* was helping to solve and they universally desired this solution. While those interviewed did share a desire to implement evidence-based reading and literacy interventions across their districts, participants also mentioned an ideological and instructional divide within schools, often identified as a belief in and implementation of Guided Reading. This was evidence to stakeholders that this intervention is essential for student success.

## PROFESSIONAL LEARNING DESIGNED CONTEXTUALLY FOR ADULT DEEPER LEARNING INCREASES UP-TAKE

Stakeholders who felt professional learning was most effective in their contexts often cited the learning format, lesson study, as contributing to teacher interest in the professional learning and teacher up-take of new practices gleaned from professional learning. Lesson study, while not part of the original project design, was identified by TOSAs as a format that would allow teachers to try out new practices in a small, psychologically safe environment. Importantly, teachers were able to see how practices looked in their actual classrooms with their students. The professional learning had the components of a deep learning experience.







## QUANTITATIVE FINDINGS

Quantitative findings emerge from local and statewide assessment data, programmatic data, and document reviews. For evaluation questions one and four, we reviewed meeting notes, discussions with project leadership, and analyzed internal project data. For evaluation question, we examined survey data along with internal project data. Finally, for evaluations questions six and seven, we examined state achievement data and local literacy data to draw conclusions about trends in reading proficiency. The qualitative findings are arrayed by category: Capacity Development, Family/Community Engagement, and Literacy Outcomes.

### CAPACITY DEVELOPMENT

The professional learning model involves embedding evidence-based practices and interventions into literacy instruction, especially for disadvantaged students and students with disabilities. The process begins with examining and analyzing local system data. *Every Child Reads* leadership and its partners then co-create action plans for addressing poor literacy outcomes. Next, *Every Child Reads* coaches teachers and leaders to build the associated capacities of their schools to support and strengthen literacy outcomes in these systems. The final product is a highly participatory co-designed process with clear steps for progress.

The *Every Child Reads* leadership team met with district leaders, community partners, with other COEs, and held internal COE planning

meetings 121 times during the past year for the purpose of supporting their respective LEAs to improve language and literacy development. *Every Child Reads* supported these LEAs to design and develop literacy plans that address the needs of marginalized student groups. These plans were informed by needs assessment results and system-wide survey results including the Fidelity Implementation Assessment (FIA). District literacy plans followed CDE guidance and laid the foundation for the refinement of the district literacy assessment system, data-based decision making, and systemic improvements to literacy instruction.

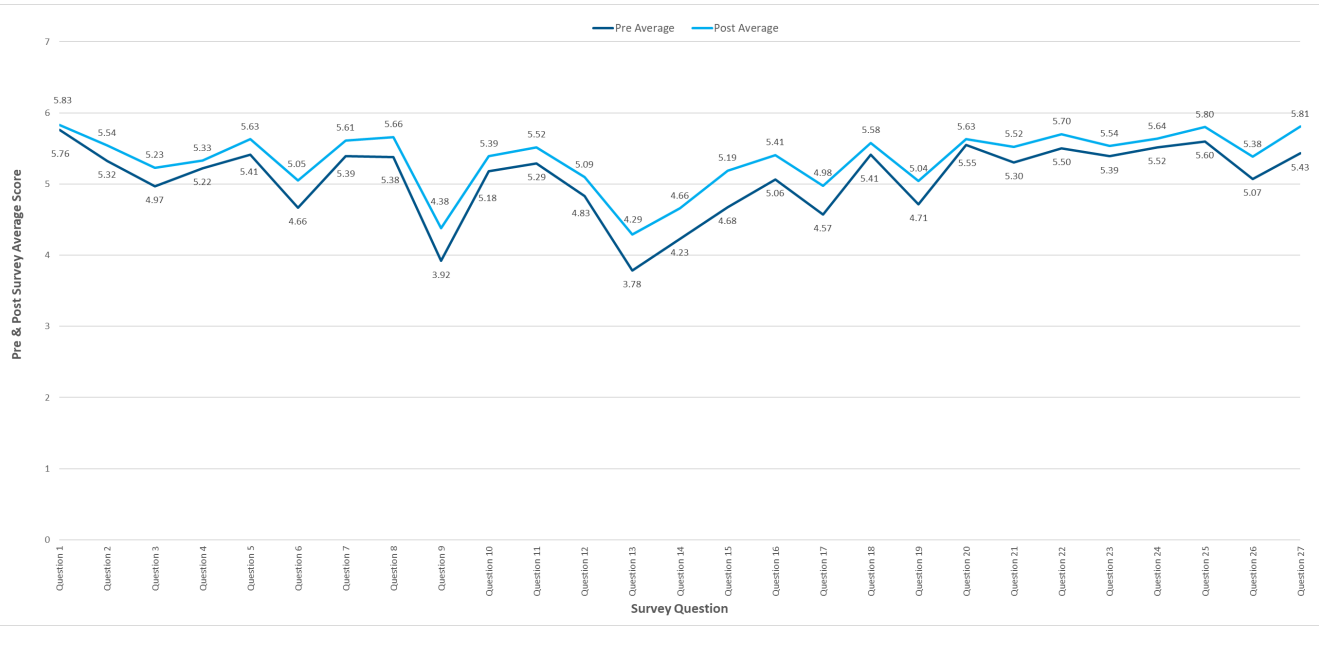
Additionally, *Every Child Reads* recruited over 421 educators to its workshops and events where professional developers shaped educators' abilities and skills to improve literacy development across their respective systems. Various educators attended 135 events in 2022-2023 focused on delivering culturally relevant instruction, Project GLAD, MTSS, supporting the needs of students with dyslexia, and others. Furthermore, *Every Child Reads* coaches provided 53 coaching sessions to 49 coachees in areas of assessment use and modeling classroom lessons.

We captured evidence of changes in knowledge from educators using pre-post professional learning surveys. Pre-post survey results indicated that educators rated their skills and abilities slightly higher on the post-test compared to the pretest. These findings suggest that educators improved their understanding of teaching literacy skills after the workshops and that district capacity to implement reading practices has increased.



# QUANTITATIVE FINDINGS CONT.

THE AVERAGE CHANGE FROM PRE-POST ON THE TEACHER KNOWLEDGE OF EARLY SKILLS ASSESSMENT



## COMMUNITY/FAMILY LITERACY EVENTS

*Every Child Reads* has designed plans and developed tools to engage parents in their children’s literacy development.

Developing family and community engagement around literacy is one of the three main goals in the project’s work. During the first year, *Every Child Reads* worked on developing knowledge at the district level using the Equitable Family and Community Engagement toolkit developed by the California Department of Education and West Ed. Each district literacy team developed a mission statement for their respective districts integrating key components of family and community engagement. Both districts developed and distributed a family survey to gather baseline data and better understand the literacy needs of families. This survey supported *Every Child Reads* to determine the next steps for engaging families. Additionally, the project leadership team assembled an Advisory Board with various representatives from the communities in both counties.

*Every Child Reads* engaged 430 parents in 2022-2023 across three major events including Ready to Grow, Parent Informational Night, and Virtual Family Literacy Night. Parent engagement increased dramatically as more parents engaged in school events, which is a key driver of the *Every Child Reads* project. Additionally, 470 parents responded to the parent engagement survey, where they responded to questions about their child’s reading development. The most important findings from the survey included:

- 235 parents (50%) indicated they had attended a school event in the past year.
- 250 parents (53%) indicated their child spent more than 30 minutes a week reading.
- 202 parents (43%) indicated they spent time everyday reading with their child(ren).
- 337 parents (72%) indicated they were somewhat or extremely satisfied with their child’s reading development.

## LITERACY OUTCOMES

Finally, *Every Child Reads* connected over 307 teachers and 6,836 students’ literacy data and developed a system for monitoring progress in important literacy skills.

The purpose of connecting teachers and student outcome data is to improve literacy skills for students from Transitional kindergarten through fifth grade. *Every Child Reads* uses evidence-based practices, activities, and interventions with an emphasis on disadvantaged children, especially children living in poverty and children with disabilities. This approach uses local literacy data measured multiple times a year to set goals and monitor student progress. Additionally, literacy coaches work directly with teachers, and school and district leadership to examine the reasons for results and to address the root causes of poor literacy outcomes.

Overall results from CAASSP ELA assessments indicated that 38% of students were reading at grade level by the end of the 2022-2023 school year, a two percentage point decrease from the 2021-2022 school year.



QUANTITATIVE FINDINGS CONT.

School Name	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2022-2023 CAASPP ELA % Meeting/Exceeding
Almond Grove Elementary	224	59%	49%
Gehringer Elementary	326	43%	33%
Iron House Elementary	241	34%	27%
Laurel Elementary	187	37%	33%
Oakley Elementary	163	25%	15%
Summer Lake Elementary	247	40%	34%
Vintage Parkway Elementary	215	41%	36%
<b>All Oakley Union Elementary School District</b>	<b>1,603 total</b>	<b>41% average</b>	<b>33% average ↓</b>

School Name	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2022-2023 CAASPP ELA % Meeting/Exceeding
Christa McAuliffe Elementary	193	32%	44%
Del Rio Elementary	142	28%	30%
Ivey Ranch Elementary	335	58%	61%
Laurel Elementary	189	26%	30%
Libby Elementary	160	31%	24%
Louise Foussat Elementary	206	32%	35%
Mission Elementary	199	30%	23%
Nichols Elementary	233	36%	31%
North Terrace Elementary	159	55%	50%
Palmquist Elementary	256	43%	45%
Reynolds Elementary	217	43%	47%
San Luis Rey Elementary	200	29%	24%
Santa Margarita Elementary	137	50%	62%
South Oceanside Elementary	223	51%	41%
Stuart Mesa Elementary	131	50%	41%
Surfside Academy	18	39%	44%
<b>All Oceanside Unified School District</b>	<b>2,998 total</b>	<b>40% average</b>	<b>40% average ↔</b>

Every Child Reads	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2022-2023 CAASPP ELA % Meeting/Exceeding
<b>Results Across All Schools</b>	<b>4,601 total</b>	<b>40% average</b>	<b>37% average ↓</b>

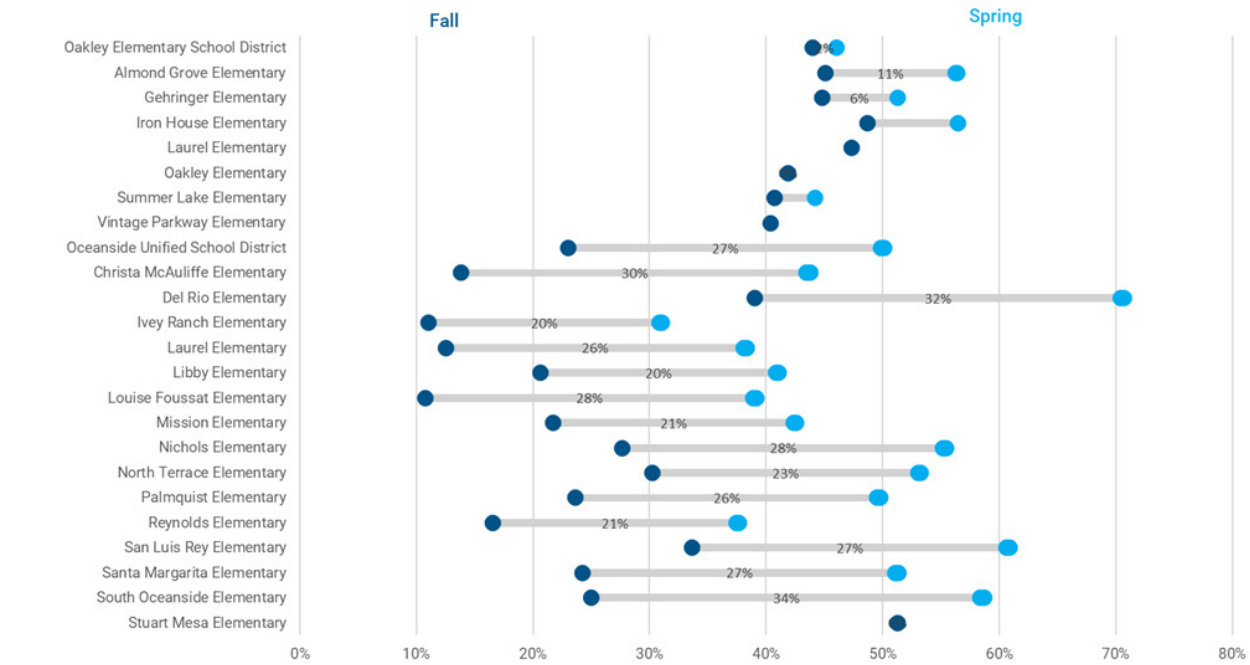
Source: California Department of Education  
Notes: LEA results shown for schools participating in the California Literacy State Development Grant.

As indicated in the table, the percentage of students meeting and exceeding standards declined in 2022-2023 for 15 of the 23 schools. Students meeting or exceeding standard declined eight percentage points in Oakley while remaining stable at 40% both years in Oceanside. Many students are not achieving the outcomes *Every Child Reads* intended and a greater emphasis must be placed on understanding the drivers behind these declines if the project is to reach its goal of 55% of students reading at or above grade level by 2024. Furthermore, these results contradict literacy results on other assessments, which warrants a deeper investigation by project leadership.

Additionally, assessment results from local

literacy assessments indicated a similar improvement trend. The local literacy assessments encompass students in grades TK through 5th and are administered multiple times per year, which allows the evaluation team to examine changes in literacy over a school year. The chart below displays the percentage of students performing at grade level in the fall of 2022, the spring of 2023, along with the percentage change across these two time points. These findings indicate that students across all participating schools in the districts improved from a change of 2% at Iron House Elementary to a high of 21% at Santa Margarita Elementary. These findings suggest that literacy performance across the project is improving in the ways measured by these assessments.

LOCAL LITERACY RESULTS: CHANGE IN TK-5 STUDENT GROUPS' READING AT-GRADE LEVEL FROM FALL TO SPRING FOR EVERY CHILD READS

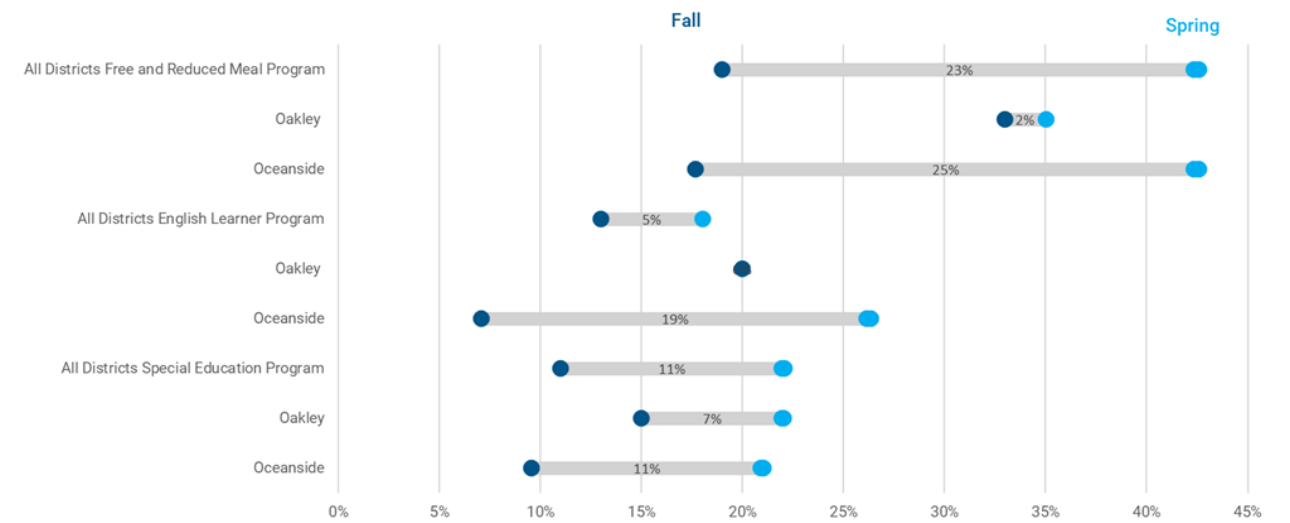


Source: California Department of Education  
Notes: LEA results shown for schools participating in the California Literacy State Development Grant. Missing Spring blue dots indicates no growth on the assessment.



# QUANTITATIVE FINDINGS CONT.

LOCAL LITERACY RESULTS: CHANGE IN TK-5 STUDENT GROUPS' READING AT-GRADE LEVEL FROM FALL TO SPRING FOR EVERY CHILD READS



Source: California Department of Education  
Notes: LEA results shown for schools participating in the California Literacy State Development Grant. No Spring blue dot represents no growth for that student group on the assessment.

SDCOE





# RECOMMENDATIONS

The following section contains recommendations for *Every Child Reads* moving forward into the final year. We have arrayed the recommendations first by qualitative findings, then by quantitative findings. The invention of evaluative recommendations is to support the continued growth and development of the *Every Child Reads* project to reach the goal that all children read by 3rd grade:

## RECOMMENDATION

**Design adult learning experiences for teachers not yet adopting evidence-based literacy and reading practices, potentially with their input through empathy interviews.**

Early adopters, in some interviews called “Influencers,” have already been tapped for participation across all sites. This audience might be saturated. Those teachers and administrators not yet adopting evidence-based literacy and reading practices have been mentioned as barriers to program success. For this group, the problem is not that they lack correct information. Instead, the program must attend to the conditions needed for this group to learn. These individuals were not included in any interviews by the very nature of their resisted adoption of initiatives. We recommend conducting empathy interviews to better understand why different groups of teachers and administrators might be resistant to the literacy and reading strategies in this grant. This information will

support the creation of professional learning experiences that will attend to the conditions needed for late adopters to take up evidence-based literacy and reading practices and strategies. Without this, the practices and strategies of this grant are unlikely to be sustained across sites.

## RECOMMENDATION

**Distribute teacher leadership across sites.**

Lead learners strongly believe in the goals of this program, but they desire more support from other teacher leaders within schools. In sites with less up-take of initiatives by teachers or site administration, lead learners feel especially unsupported, even, as one teacher said, “lonely.” We recommend naming additional lead learners within sites, potentially tapping teachers who might be borderline adopters of the initiative. Borderline adopters might be newer teachers not yet sure of the initiative or more experienced teachers beginning to question older reading instruction and practices. Lead learners feel they carry the burden of implementation. Distribution of this responsibility will promote sustainability.

## RECOMMENDATION

**Strengthen the role district administration plays in program implementation, especially in communication of commitment to grant goals.**

Across districts, the uneven and optional implementation of professional learning has been interpreted by stakeholders as the responsibility of district administration and as evidence of a weak commitment to the goals of this program. In making professional learning optional, district administration is communicating a deprioritization of the goals of this grant. In simply accepting the barriers union negotiation might present, district administration is communicating a lack of commitment to the goals of this grant. District administration must communicate through timely messaging and professional learning nonnegotiable their commitment to the goals of this grant. Additionally, all district and site administration should display a knowledge of and belief in evidence-based literacy practices. Minimally, all district and site administrators should enroll in CORE training.

**Based on the quantitative findings, we make the following recommendations:**

## RECOMMENDATION

**Continue to focus on the MTSS Reading Essentials including the science of reading to build capacity with all educators via professional learning cycles.**

MTSS ensures that all students have access to high-quality instruction and interventions based on their individual needs. This helps level the playing field for students who may struggle with reading and ensures that they

receive the support necessary to succeed. By implementing MTSS for reading, educators can identify struggling readers early and provide targeted interventions. Research shows that early intervention is more effective in addressing reading difficulties, preventing them from becoming more significant challenges. Focusing on MTSS Essentials offers the greatest opportunity to address declining reading achievement.

## RECOMMENDATION

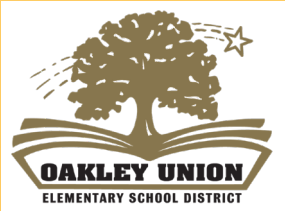
**Continue to improve family and community engagement activities by developing plans for family literacy events, carrying out planned events, and increasing book access for students.**

Research consistently shows that students perform better academically when their families are actively involved in their education. Engaged parents and caregivers can provide essential support, encouragement, and a positive learning environment at home. Family and community engagement go beyond academics. They can foster a sense of belonging, self-esteem, and emotional well-being in students. When parents and communities are involved, students often experience a stronger support system, leading to better mental health and social development.



# GRANT HIGHLIGHTS

## Oakley Union Elementary School District



**We acknowledge that our teachers are the heart of this work. We have provided numerous opportunities for them to build their capacity around supporting students struggling with reading. Our hope is that by empowering teachers with the knowledge and resources they need to successfully teach reading, they will be able to empower their students through excellent instruction.**

- CCCOE provided professional learning at two districtwide professional development days. The first day focused on the importance of foundational skill instruction and the second focused on a comprehensive assessment system.
- All elementary teachers participated in professional learning around the science of reading. They learned about the processes that occur in the brain when learning to read, and were offered strategies to help support those processes. Teachers also learned about the importance of a comprehensive and balanced system of assessments. They participated in case studies to analyze student data on the universal screener and diagnostic assessments. Then, they were able to apply that learning to their own student data in order to identify next steps for supporting students in the classroom.
- Thirty teachers have participated in the CORE Online Elementary Reading Academy. They gained valuable tools and evidence-based strategies to support students in the classroom. In addition, they

- received funds to purchase additional resources, such as whiteboards and decodable books, that will further support their small group reading instruction.
- Teachers participated in a dyslexia community of practice with Dr. Katherine Casey Spengler, a dyslexia practitioner. Throughout the year, Dr. Casey tailored her sessions to the needs of the participating teachers. She used our district adopted reading curriculum as an anchor, and provided extra resources and strategies for working with struggling students.
  - CCCOE held a summer learning series, in which over 40 teachers participated. Sessions were tailored to certain grade levels and topics, from concepts about print for K-1 teachers to word analysis for 4-8 teachers. The series was well received, and several participants have reached out to CCCOE for additional coaching support for implementing the strategies they learned.

**Increasing family and community engagement around literacy has been a top priority in our district. We have built sustaining partnerships with community partners in order to shine a light on the importance of literacy for the success of our students.**

- Through a partnership with the Contra Costa County Library, we held a virtual literacy night for families to learn more about all of the resources and opportunities available at the local library. Caregivers

- were also shown free online resources for supporting literacy at home.
- OUESD held their annual Read to Grow event, with hundreds of families in attendance. Students were able to participate in literacy games and crafts, as well as receive free books to take home. Parents also received resources for helping their children with reading at home. The Contra Costa Library and Care Parent Network had tables to share resources and information, as well.
  - OUESD and CCCOE partnered with Oakley Rotary to increase book access in neighborhoods by building Free Little Libraries. Three have been installed with seven more in the works. Community members have expressed gratitude for these new destinations within their neighborhoods, and many additional families are interested in maintaining a library on their property.
  - Thousands of books have been given away to students to add to their personal libraries at home. Through safety fairs, open houses, and other school events, students have been able to choose books that reflect their diverse interests. This is helping our students to build a habit of reading at home.

**We are proud to have developed literacy plans to organize and communicate the literacy work that is done at the district level. By getting these plans in place and beginning implementation, we will be able to continue the work beyond the life of this grant.**





# GRANT HIGHLIGHTS

## Oceanside Unified School District



### YEAR 1

#### OUSD Literacy Plan

In Year 1, with the guidance of San Diego County support, the Grant Literacy team developed a draft of the Oceanside Unified Literacy Plan. This draft includes our literacy vision, professional development plan, assessment recommendations, and instructional support. With continued monitoring and feedback from leadership, teachers, and families, the Literacy Plan will evolve into a final draft by the end of this school year ('22-'23).

#### Professional Development

During Year 1, 32 teachers completed the CORE online reading program to learn how reading research behind the Five Pillars of Reading furthers student achievement. Through our community of practice meetings with Dr. Katherine Casey Spengler, teachers learned how to apply this research into the classroom using core-adopted Benchmark Advance materials. Each site appointed an ELA lead learner to help lead professional development at the site level.

### YEAR 2

#### Site Literacy Plans

During Year 2, 15 elementary sites received research-based instruction from the San Diego County Office of Education to participate in the School Improvement Cycle for the purpose of developing their own Literacy Vision and Plan. The OUSD Curriculum and Instruction team collaborated with site staff to facilitate the process with the site administration and ELA lead learner teacher. By the end of Year 2, each site began drafting their Literacy Plan.

#### Professional Development

During Year 2, 37 additional teachers completed their CORE Reading training. Benchmark Education has also partnered with the OUSD Curriculum and Instruction team to design and implement lesson studies across elementary sites. ELA lead leaders have received training to inform the work at their site level. They continue to work at their sites, bringing individual site lesson studies to their teams with the support of OUSD TOSAs. Some sites have undertaken their own lesson studies.

### YEAR 3

#### Literacy Plans

OUSD Comprehensive Elementary Literacy Plans were distributed to all staff. Professional Learning was held to introduce and explain the Assessment Plan section of the guide. Both district and site literacy plans will continue to be informed through data analysis, and teacher/community feedback to further refine the work.

#### Professional Development

Year 3 brings additional professional development and site support to continue the literacy work. A group of 45 OUSD directors, administrators, TOSAs, and teachers will participate in a yearlong leadership CORE Online Reading Academy course to support the literacy work at the site level well beyond the grant's end. This training will help to extend and inform the literacy plans at the site and district levels. The goal during Year 3 is to create a system that supports literacy instruction for all learners for years to come.

Lesson studies will continue with a gradual release model focus, in efforts to build site capacity to continue lesson studies in house.

Teachers who have also participated in the CORE training will have the opportunity to enroll in Orton-Gillingham training to learn how to refine reading instruction through phonological awareness and phonics training through modal-modal learning. Additionally, teachers in grades 3-5 will participate in the Orton Gillingham Morphology training.

Planning this year will incorporate MTSS work and the creation of a plan to sustain the work started by the grant.

Over 90 teachers have been CORE trained and more have registered for training offered this year. Dr. Spengler community of practice sessions have been attended and registrations for the current year are still underway. Over 30 teachers have signed up to attend Orton Gillingham Morphology Training 3-5.





# CLOSING

The *Every Child Reads* project will build the capacity of district and site literacy teams in Oakley and Oceanside Unified School Districts to support struggling readers and improve literacy outcomes for all learners. Foci of the project include:

- 1. Implementing a MTSS that effectively and efficiently meets all students’ needs.
- 2. Developing the educator knowledge, skills, and dispositions necessary for responsive planning and teaching that meets all students’ literacy and language needs by:
  - a. Deepening knowledge of key components of structured literacy;
  - b. Increasing awareness and implementation of the California Dyslexia Guidelines;
  - c. Providing support for effective Tier I instruction;
  - d. Expanding language intervention supports; and
  - e. Increasing educator response to student strengths and areas of need.
- 3. Expanding staff’s ability to plan and implement inclusive and equitable learning experiences that account for student variability through training and coaching around UDL and differentiated instructional practices.
- 4. Supporting district and site efforts to increase family and community engagement related to literacy.
- 5. Providing ongoing, differentiated support for administrators to build capacity for continuing the project’s literacy initiatives upon completion of the project.



## REFERENCES

Fahle, E. M., Kane, T. J., Patterson, T., Reardon, S. F., Staiger, D. O., & Stuart, E. A. (2023, May 11). School district and community factors associated with learning loss during the COVID-19 pandemic. Retrieved from Harvard Graduate School of Education: <https://www.gse.harvard.edu/ideas/news/23/05/new-data-show-how-pandemic-affected-learning-across-whole-communities>



# 2023-2024 UPCOMING EVENTS



**CORE Teacher  
Academy**  
August 2023 – May 2024

**Community of  
Practice**  
August 2023 – May 2024

# RESOURCES



**Comprehensive Literacy  
State Development Grant  
Resource Repository**



# CONTACT US

Contra Costa County Office of Education has partnered with San Diego County Office of Education for the Priority 4 project entitled *Every Child Reads*. The goal of this project is to build school and district capacity to support students struggling with reading, including students with disabilities and students with dyslexia. To learn more about this work, please reach out to any member of the Priority 4 team.



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