

2024

EVERY CHILD READS

OUR 2024 IMPACT

Literacy Outcomes

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



More than 40% met or exceeded the standards on the CAASSP ELA assessment by spring of 2024, 15% below our expectations. Approximately 11% and 18% of English learners and students with disabilities achieved our expectations compared to our goal of 35%. Nearly 33% of students who are economically disadvantaged met or exceeded standards compared to our goal of 50%.

Capacity Development

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



We built the capacity of two partner organizations and 22 schools to implement evidence-based reading practices and develop comprehensive literacy plans. We had 1,119 teachers attend more than 319 workshops and coaching sessions over the course of this project, which met the expectations we set in 2022.

Overall, the partnership between Contra Costa and San Diego County Offices of Education has remained strong with ongoing meetings focused on strategies to meet student needs and monitor grant progress. Professional learning continues to be a key focus, with online CORE cohorts, a dyslexia community of practice, a comprehensive lesson study schedule, and summer institutes on best literacy practices. Plus, the administration of the Literacy Needs Assessment and the Fidelity Integrity Assessment has helped develop a robust data culture that supported the successful rollout of Multi-Tiered System of Supports (MTSS). Additionally, we continue to grow leadership skills at the district level, enabling continued literacy work despite personnel changes.

Family Engagement

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



We engaged nearly 2,000 parents through various family literacy events including more than 1,600 parents who completed our parent engagement survey. Both results exceed our expectations to engage 1,500. Nearly three-fourths of parents indicate they are satisfied with their child's reading development.

PROJECT BACKGROUND

Recent studies on learning loss have underscored the critical role of early literacy strategies in reducing achievement gaps among students (Fahle, et al., 2023). The unequal impacts of the pandemic have further highlighted disparities in academic performance, particularly among marginalized groups. As educators, we face the challenge of addressing both unfinished learning and learning loss, which have intensified the divide between students meeting established standards and those who have not.

In response, *Every Child Reads*, a collaboration between Contra Costa County Office of Education (CCCOE) and San Diego County Office of Education (SDCOE), has identified two high-priority districts: Oakley Union Elementary in Contra Costa and Oceanside Unified in San Diego. Although district-wide averages in English language arts (ELA) and reading might seem less alarming, a closer look reveals substantial gaps in academic outcomes, especially among underserved students, including English learners (ELs), economically disadvantaged students, students of various ethnic backgrounds, and students with disabilities. For example, in both districts, less than 5% of ELs meet the Reading standards. This stark reality underscores the urgent need for intervention, driving our project to rapidly and effectively build the capacity to support our most marginalized students.

The project's core objective is to enhance the ability of schools to support TK-5 students who

are striving to meet their reading goals, including those with disabilities and dyslexia. Through a thorough needs assessment, Every Child Reads has identified seven key areas for teacher professional development to positively impact ELA and reading standards. These areas include the implementation of Multi-Tiered System of Supports (MTSS), establishment of comprehensive assessment systems, adoption of data-driven decision-making and problem-solving approaches, integration of diverse interventions, promotion of culturally responsive teaching, understanding of reading development and challenges, and application of Universal design for learning (UDL) and differentiation strategies.

Through targeted professional development and personalized coaching, the project aims to not only enhance teachers' understanding of effective literacy practices but also to drive meaningful changes in their instructional methods. Ultimately, the goal is to provide a more equitable and inclusive literacy education for all students, with a particular focus on accelerating the progress of students with dyslexia, learning disabilities, ELs, and those from diverse racial backgrounds. Engaging families and the broader community remains a crucial component of this initiative, serving as the foundation for its sustainability.

EVALUATION QUESTIONS

The evaluation team at SDCOE 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 process 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.

2023-2024 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 stakeholders, 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. The qualitative findings are arrayed by category: Successes and Challenges.

SUCCESSSES

Science of Reading

For many site-based administrators, the shift in teachers' literacy practices to those reflecting "the science of reading," a phrase they often used, was a major success of this grant. They discussed teachers' interest in learning new practices, teachers' acceptance of these practices, and the essential professional learning that allowed their teachers to develop this new learning. The professional learning most often cited was CORE and Dr. Spengler. Professional learning was the most frequently mentioned grant activity and, it seems, the most impactful according to participants.

Data Literacy

The use of screeners and assessments has led to more regular use of data by teachers, according to many we interviewed. In these cases, these practices were new and still developing. This seemed to be a promising change that many interviewees reported, though at times the references to "looking at the data" were vague. The use of assessments was a universally positive change, when mentioned, and these assessments were often formalized in the site-based literacy plans. These plans provided some assurance to interviewees that the assessments and burgeoning data practices would not disappear at the grant's conclusion.

CHALLENGES

Turnover

Turnover at the district and site was the biggest impediment to action and change, according to interviewees. At the district level, turnover often limited the extent to which the district could support system-wide implementation. At the site level, turnover prevented leaders from developing teacher support for interventions over time. Additionally, if site-based administrators did not message clear and consistent support for this grant, interviewees reported that this led to less teacher uptake of the new practices and less spread of the new practices.

COVID

While this might go without saying, COVID continues to present a huge challenge for schools and districts. Many interviewees reflected on COVID while discussing both challenges at the student and teacher level. Students are bringing challenging behaviors to the classroom, which seem unique to a post-COVID environment. Teachers had learned some instructional practices during COVID, including a reliance on computers, that this grant addressed.

RECOMMENDATIONS FOR SUSTAINABILITY

Continued Implementation Support

Continued support from County Offices of Education was mentioned by multiple interviewees as a necessary condition for the sustainability of this work in their school and/or district. Multiple interviewees specifically referenced MTSS support. While many schools can point to anecdotal evidence of student and teacher growth, they simultaneously acknowledge that their students are not meeting desired literacy goals. They discuss how it is too early to really see the impact of this work. While that is likely true, without continued support in the implementation of these new practices, the research-backed literacy practices supported by this grant might only continue in pockets and not to a degree that would create real change for students across and school and district.





QUANTITATIVE FINDINGS

Quantitative findings emerge from local and statewide assessment data, programmatic data, and document reviews. For evaluation Questions 1 and 4, we reviewed meeting notes, discussions with project leadership, and analyzed internal project data. For evaluation Question 5, we examined survey data along with internal project data. Finally, for evaluation Questions 6 and 7, we examined state achievement data and local literacy data to draw conclusions about trends in reading proficiency.

PARTICIPATION

The Every Child Reads leadership team met with district leaders, community partners, with other COEs, and held internal COE planning meetings 108 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.

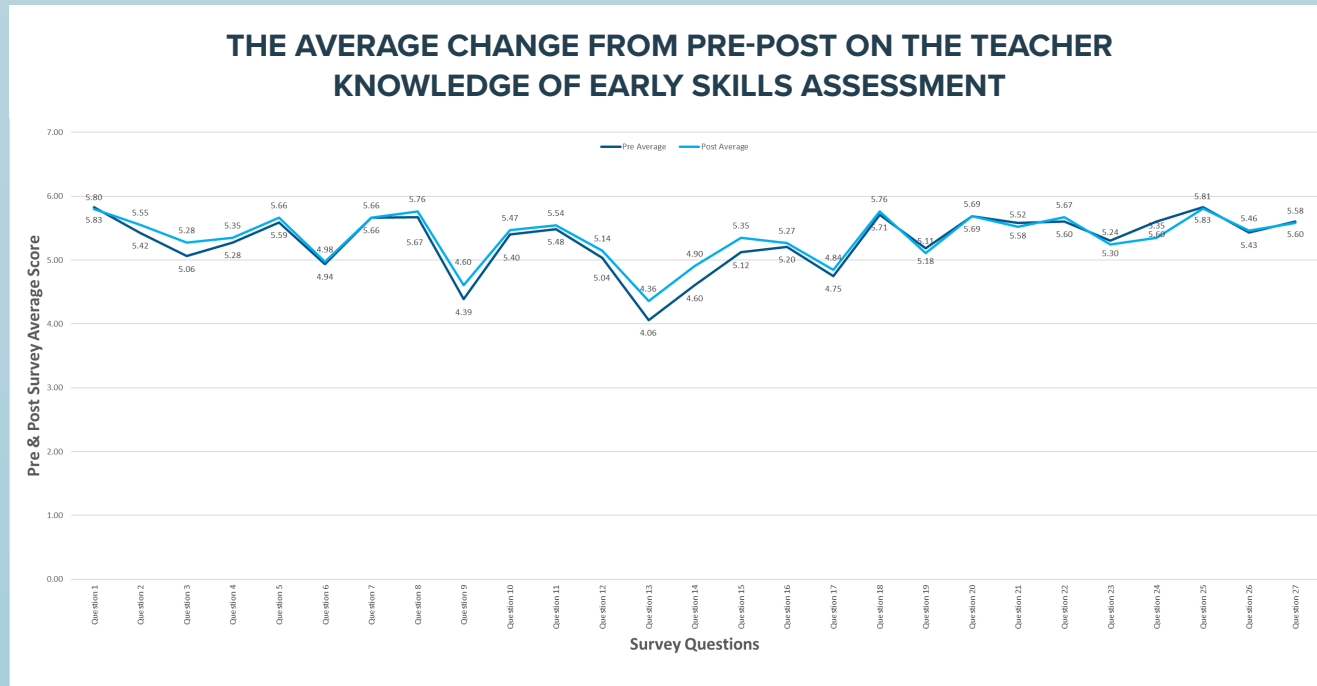
Additionally, Every Child Reads recruited over 695 educators to its workshops and

events where professional developers shaped educators' abilities and skills to improve literacy development across their respective systems. Various educators attended 68 events in 2023-2024 focused on delivering culturally relevant instruction, Project GLAD, MTSS, supporting the needs of students with dyslexia, and others. Furthermore, Every Child Reads coaches provided 22 coaching sessions to 45 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 posttest 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.



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 over 500 parents in 2023-2024 across two major events including Read to Grow and a Reclassification Night for a total of 900 parents for the last three years. Parent engagement increased dramatically as more parents engaged in school events, which is a key driver of the *Every Child Reads* project. Additionally, 459 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:

- 213 parents (46%) indicated they had attended a school event in the past year.
- 314 parents (68%) indicated their child spent more than 30 minutes a week reading.
- 255 parents (56%) indicated they spent time everyday reading with their child(ren).
- 333 parents (73%) 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 39% of students were reading at grade level by the end of the 2022-2023 school year, a one percentage point decrease from the 2021-2022 school year.

QUANTITATIVE FINDINGS CONT.

Spotlight on Professional Development

Over the course of two academic years, Oceanside Unified School District and Oakley Union Elementary School District offered professional learning opportunities aimed at enhancing literacy outcomes. In the first year of each district's professional learning efforts, notable differences in student achievement emerged, particularly regarding the percentage of students attaining At Grade Level literacy scores by the end of the school year, as measured by comparing Fall to Spring assessments.

OCEANSIDE UNIFIED SCHOOL DISTRICT (FY 2021-2022)

During the 2021-2022 fiscal year, Oceanside USD teachers who participated in the CORE training program began the academic year with 13.39% of their students reading at grade level. By the end of the year, this figure had risen to 44.88%, representing a substantial 31.50% increase in students achieving At Grade Level literacy scores. In contrast, teachers who did not participate in the CORE training saw their students' Fall to Spring scores increase by 25.74%—a notable gain, though less pronounced than the cohort that received the targeted professional development.

OAKLEY UNION ELEMENTARY SCHOOL DISTRICT (FY 2022-2023)

In the second year of the initiative, Oakley EUSD offered two separate professional learning opportunities: a summer cohort prior to the start of the school year and a second cohort mid-year in the winter. For the summer cohort teachers, their students began the school year with 36.73% of their students literacy scores At Grade Level, which rose to 48.98% by the end of the academic year, marking a 12.24% improvement. Similarly, the winter cohort exhibited an increase from 48.94% in the fall to 57.45% by spring, reflecting an 8.51% improvement. By comparison, students taught by teachers who did not participate in either cohort experienced more modest gains. Their scores increased from 47.71% to 51.01%, reflecting a smaller 3.30% improvement in At Grade Level literacy achievement.

ANALYSIS AND IMPLICATIONS

The data suggests that professional learning opportunities had a measurable impact on student literacy outcomes by the end of each academic year. Notably, teachers who participated in the summer cohort, and thus had the entire school year to apply their

newly acquired knowledge and strategies, saw the most significant improvement in their students' literacy achievement. This suggests that the timing and duration of professional development may play a critical role in its effectiveness, with earlier intervention allowing for more sustained application of instructional techniques. These findings highlight the importance of strategically timed professional learning opportunities in enhancing teachers' instructional effectiveness, ultimately improving students' literacy achievements.



QUANTITATIVE FINDINGS CONT.

School Name	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2023-2024 CAASPP ELA % Meeting/Exceeding
Almond Grove Elementary	224	59%	53%
Gehring Elementary	326	43%	41%
Iron House Elementary	241	34%	34%
Laurel Elementary	187	37%	38%
Oakley Elementary	163	25%	26%
Summer Lake Elementary	247	40%	43%
Vintage Parkway Elementary	215	41%	49%
All Oakley Union Elementary School District	1,603 total	41% average	41% average ↔

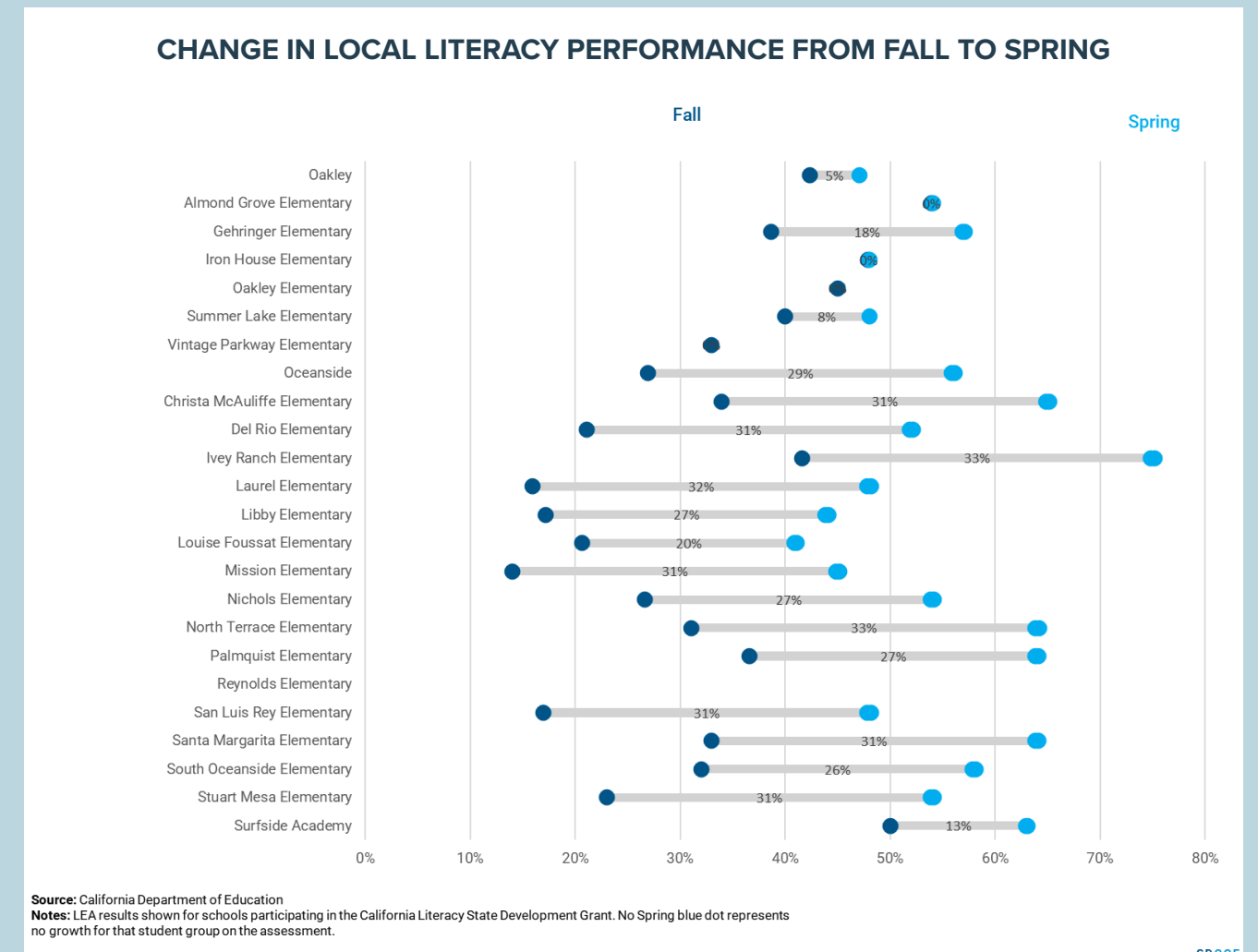
School Name	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2023-2024 CAASPP ELA % Meeting/Exceeding
Christa McAuliffe Elementary	193	32%	44%
Del Rio Elementary	142	28%	38%
Ivey Ranch Elementary	335	58%	61%
Laurel Elementary	189	26%	26%
Libby Elementary	160	31%	41%
Louise Foussat Elementary	206	32%	23%
Mission Elementary	199	30%	25%
Nichols Elementary	233	36%	34%
North Terrace Elementary	159	55%	50%
Palmquist Elementary	256	43%	45%
Reynolds Elementary	217	43%	NA
San Luis Rey Elementary	200	29%	36%
Santa Margarita Elementary	137	50%	46%
South Oceanside Elementary	223	51%	34%
Stuart Mesa Elementary	131	50%	43%
Surfside Academy	18	39%	29%
All Oceanside Unified School District	2,998 total	40% average	44% average ↑

Every Child Reads	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2023-2024 CAASPP ELA % Meeting/Exceeding
Results Across All Schools	4,601 total	40% average	40% average ↔

As indicated in the table, the percentage of students meeting and exceeding declined in 2023-2024 for 10 of the 23 schools. Students meeting or exceeding standard remained stable in Oakley at 41% while increasing slightly from 40% to 44% in Oceanside. Both systems missed the goal of 55% of students reading at or above grade level by 2024.

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

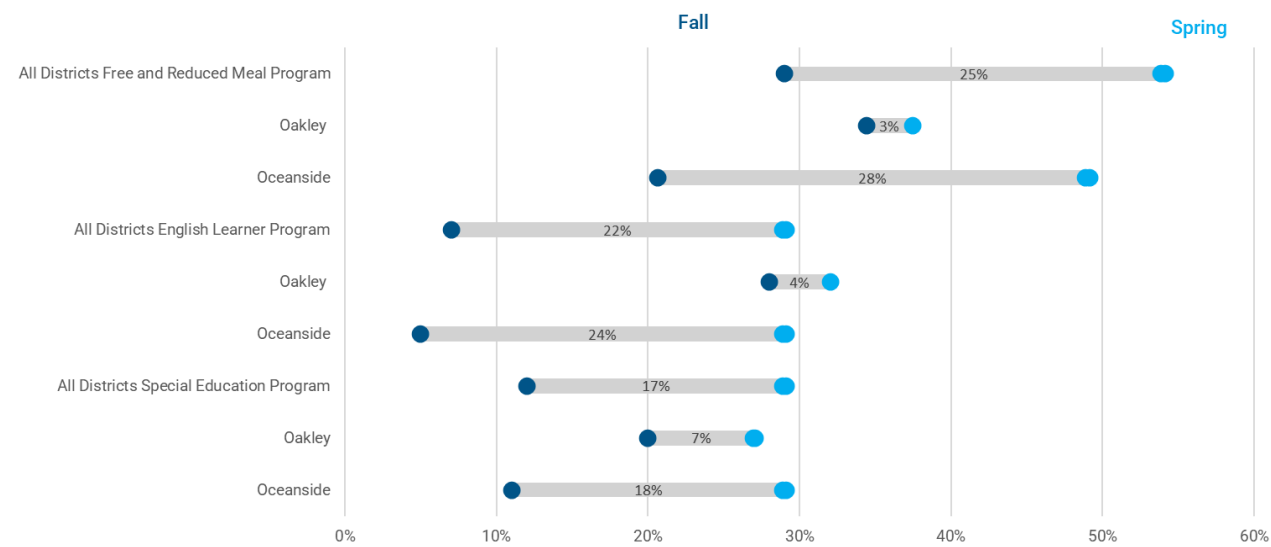
times per year, which allows the evaluation team to examine changes in literacy over a school year. The chart below displays the percentage of students performing at grade level in the fall of 2023, the spring of 2024, along with the percentage change across these two time points. These findings indicate that students across all participating schools in the districts improved from a change of 8% at Summer Lake Elementary to a high of 33% at Ivey Ranch Elementary. These findings suggest that literacy performance across the project is improving in the ways measured by these assessments.



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

QUANTITATIVE FINDINGS CONT.

CHANGE IN LOCAL LITERACY PERFORMANCE FROM FALL TO SPRING



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.

SDCDE



PROJECT CONCLUSION

LESSONS LEARNED AND RECOMMENDATIONS

Over the past three years, we have observed effective collaboration between the San Diego County Office of Education and Contra Costa County Office of Education. These partnerships have been pivotal in addressing the various barriers encountered during the implementation of the literacy initiatives. Successes at the site level included regular and productive meetings and enhanced community and parental engagement. These efforts collectively contributed to a districtwide increase in the capacity to implement evidence-based reading practices.

However, it's important to recognize that transformative educational changes, especially those aimed at systemic improvement, require time to manifest fully. Currently, student performance remains similar to levels observed at the beginning of the grant period, which coincided with the height of the COVID-19 pandemic. This similarity in performance underscores the reality that three years is a relatively short period to expect widespread systemic changes in student achievement, particularly considering the significant challenges introduced by the pandemic. Continued efforts and sustained focus are essential for realizing the long-term academic outcomes envisioned by this initiative.

Below are some synthesized lessons learned and recommendations that aim to refine the approach of the Every Child Reads project, ensuring that literacy outcomes continue to improve and that the project can sustain its impact despite ongoing challenges.

LESSONS LEARNED

1. Adaptability to Ongoing Challenges

The ongoing COVID-19 pandemic has continued to pose significant challenges, including learning losses and disruptions that particularly affect marginalized groups such as English learners and students with disabilities. The project adapted by intensifying focus on evidence-based literacy practices and professional development which was crucial in mitigating some of these impacts.

2. Importance of Data-Informed Practices

The introduction of regular use of data through assessments and screeners led to a more targeted and effective literacy instruction. However, the utilization of data must be improved to ensure it is actionable and directly informs teaching practices and intervention strategies.

3. Impact of High-Quality Professional Development

Professional development, particularly around the science of reading, has been crucial in enhancing teacher capabilities. However, maintaining consistency in teacher training amid high turnover rates remains a challenge.

4. Community and Family Engagement

Engaging families through literacy events and surveys has proven effective in enhancing literacy support outside of school. This area exceeded initial expectations and underscored the value of community involvement in educational initiatives.

5. Challenges with Implementation Consistency

Staff turnover at district and school levels has been a significant barrier to consistent implementation of literacy initiatives. This has sometimes resulted in fragmented adoption of new practices and strategies.

RECOMMENDATIONS

Enhance Support for Continued Professional Development

To sustain and build upon the gains in teacher development, ongoing professional learning opportunities should be prioritized, including

more consistent support and follow-up training sessions to accommodate new staff and reinforce learning among existing staff.

Strengthen Data Utilization

Further develop teachers' and administrators' competencies in data-driven decision-making. This includes providing additional training on the interpretation and practical application of assessment data to refine instructional practices and interventions.

Expand Family Engagement Initiatives

Given the success in this area, it is recommended to further expand family literacy programs and events, possibly incorporating more digital platforms to increase reach and frequency of interactions.

Address Turnover and Implementation Consistency

Implement strategic planning to manage staff turnover by developing a robust induction program for new teachers and administrators that includes comprehensive training on the literacy initiatives of the grant.



EVERY CHILD READS DISTRICT HIGHLIGHTS

Oakley Union Elementary School District



We recognize that our educators are central to achieving our literacy vision. We've offered many opportunities for them to enhance their skills in supporting students who struggle with reading. By equipping teachers and paraeducators with the necessary knowledge and resources to effectively teach reading, we aim to enable them to deliver outstanding instruction to empower their students.

- CCCOE provided multiple professional learning opportunities available to all elementary teachers throughout the year. These included sessions at district wide professional development days and after-school learning sessions. Furthermore, teachers who participated in sessions received materials to use right away in the classroom to apply their new learning. Follow-up coaching was also offered.
- This year, sixty-one teachers participated in the CORE Online Elementary Reading Academy. They gained valuable tools and evidence-based strategies to support students in the classroom. Additionally, we welcomed 10 teachers from a neighboring small district to join our winter cohort to collaborate and learn with our participating teachers.
- Teachers and administrators continued to participate 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.

- With the rollout of a new intervention curriculum, CCCOE provided extensive professional development for the Literacy Support Team, our paraprofessionals who support reading intervention. Through knowledge building and lesson modeling, the team's ability to provide interventions using the new materials with confidence grew throughout the year.
- We invited Deborah Salyer, a library expert, to provide professional learning for our Library Media Technicians, as well as those from surrounding districts. She shared several new children's books and resources from Teaching Books that can support student engagement in the school libraries.

Enhancing family and community engagement in literacy has been a top priority for our district. We've established lasting partnerships with community organizations to emphasize the crucial role literacy plays in our students' success.

- OUESD held the 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 a bag of free books to take home.
- Family Literacy Nights were held at all seven elementary schools. Families were encouraged to play literacy related games, enjoy read aloud stories read by staff members, and resources for supporting their child with reading at home.
- OUESD and CCCOE partnered with Oakley Rotary to increase book access in neighborhoods by building Free Little

Libraries. Seven were installed this year, and there are plans to sustain this work by building two each year. This successful project was featured in the May 27, 2024 edition of EdCal, an ACSA publication.

- For another year, we were able to distribute thousands of books to students to add to their personal libraries at home. This is helping increase book access for our students and inspiring them to build a habit of reading at home.

We take pride in having created a literacy plan that effectively organizes and communicates the efforts undertaken at the district level. This year, we participated in an appreciative inquiry process to evaluate the district plan and current initiatives. As a leadership team, we identified three key areas to focus our efforts. Key to moving forward was a deeper understanding of continuous improvement and implementation science. The district chose two schools to pilot change ideas in the three key areas.

- One key area was the comprehensive system of assessments. The district team completed the district literacy plan and began implementing a new process for administering and using universal screening and diagnostic assessments to drive instruction. The district team continued to evaluate and refine their process for universal screening and diagnostic assessments. In the coming year, a new data protocol for teachers will incorporate these assessment results to help drive next steps in instruction.

- Another key area was the high quality ELA instructional block. Principals collaborated to define the block and the key elements of instruction happening during that time. As a result of these conversations, the master schedule was adjusted to best allocate time and resources.
- In order to implement a high quality instructional block, the need to incorporate a supplemental foundational skills curriculum became evident. The K-2 teachers at these two school sites are piloting UFLI to see if it meets the needs of their learners. They are also learning how best to integrate it with their adopted ELA curriculum. Piloting teachers are participating in professional learning around UFLI, as well as receiving coaching support in the classroom. The district has been intentional about using PDSA cycles and feedback loops to support the pilot process.

Oakley Union Elementary School District serves nine schools and 4,905 students in the Oakley area. They partner with Every Child Reads for literacy outcomes, professional learning, and family engagement.

EVERY CHILD READS DISTRICT HIGHLIGHTS

Oceanside Unified School District



YEAR 1

Literacy Plans

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

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

In Year 3, district and site literacy meetings led to the revision of site-based literacy plans at all 14 elementary sites. SDCOE collaborated with Oceanside to co-plan and lead these sessions, ensuring that the progress made will be sustainable beyond the grant. Sites were encouraged to prioritize Family and Community Engagement and Multi-Tiered Systems of Support in their literacy plans and implementation of those pieces were supported in both literacy team meetings and professional learning.

Professional Development

In Year 3, an additional 97 educators participated in and completed the CORE Online Reading Academy. By the end of the 3-year grant period, a total of 166 educators had completed the course, gaining a much deeper understanding of effective literacy instruction and essential assessment practices. This professional development has significantly enhanced the capacity of educators to deliver impactful literacy instruction across the district.

Site-based lesson studies also continued this year, with over 50 sessions completed by grade-level teams throughout the district. These studies remain a powerful way to support educators in adapting their curriculum to better meet the diverse needs of all students. Oceanside is well-positioned to continue leading this district-wide effort in the coming years, ensuring sustained support for improving evidence-based literacy instructional practices.

A two-day Structured Literacy Institute with Dr. Katherine Casey Spengler, offered in both June and August, was attended by 105 educators altogether. This institute focused on investigating best practices for foundational literacy and was met with positive feedback, leading to plans for additional professional learning to be offered through the next year. Additionally, educators continued to participate in the Dyslexia Community of Practice, also facilitated by Dr. Spengler. These sessions equipped educators with targeted strategies to support students struggling with reading.

Professional learning aimed at developing a shared understanding of MTSS (Multi-Tiered System of Support) was also facilitated with the district literacy team. Site literacy teams were introduced to MTSS through the Fidelity Integrity Assessment, and the results are being used to guide next steps and update site literacy plans, ensuring alignment with district-wide literacy goals.

Family and Community Engagement

Family and Community Engagement efforts continued at both the district and site levels. School libraries received \$5,000 to purchase engaging, relevant new books for their collections, and Oceanside library staff attended professional learning about collection development and reading motivation. These books provided greater access to pleasure reading at home to complement the instructional strategies in the classroom.

Oceanside Unified School District serves 18 schools and 16,451 students in the Oceanside area. They partner with Every Child Reads for literacy outcomes, professional learning, and family engagement.

CLOSING

The *Every Child Reads* project has built 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,
 - 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.



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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>

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.



Julie Dooley
Director
Curriculum and Instruction
CCCOE
jdooley@cccocoe.k12.ca.us



Michelle Kerwin
Literacy Instructional Lead
CCCOE
mkerwin@cccocoe.k12.ca.us



Jennifer Renner
Literacy Instructional Lead
CCCOE
jrenner@cccocoe.k12.ca.us



Dr. Shannon Baker
Executive Director
Curriculum and Instruction
SDCOE
shannon.baker@sdcoe.net



Dr. Shannon Coulter
Director
Research and Evaluation
SDCOE
scoulter@sdcoe.net

Cynthia Craft
Coordinator,
English Language Arts
SDCOE
cynthia.craft@sdcoe.net

Jonathan Hunt
Coordinator
Library Media Services
SDCOE
jonathan.hunt@sdcoe.net

Juan Carlos Torres
Coordinator, Assessment,
Accountability, and Evaluation
SDCOE
jtorres@sdcoe.net

RESOURCES



Comprehensive
Literacy State
Development
Grant Resource
Repository

PARTNER AGENCIES

