



# Literacy Presentation February 23, 2023





# District Goals

## LCAP GOAL 1

### Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.



## LCAP GOAL 4

### Special Education

The district will provide a high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

## LCAP GOAL 2

### Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work)

## LCAP GOAL 3

### Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

# District Priorities

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

c) Strengthen Leadership Capacity

SSFUSD

# STRENGTHENING OUR SYSTEMS

*the*  
**GAS TANK**  
**BENCHMARKS**  
checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

*the*  
**STEERING WHEEL**  
**INSTRUCTION**  
guiding our learning objectives  
ENGAGES US + TAKES US FORWARD

*the*  
**GPS**  
**NAVIGATION**  
our goals  
LCAP, DEPT.,  
SITE, TEAM, TCHR.

**FFME -**  
A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, or SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

*the*  
**SEATS**  
**CURRICULUM**  
defines the skills to be taught  
STANDARDS, RIGOR, RELEVANCE



*the*  
**ENGINE**  
**PERFORMANCE MANAGEMENT MEETINGS**  
showcasing data + progress of  
ILTs, PLCs, DEPT. MEETINGS

Experience  
Explore  
Embrace  
Excel

*the*  
**WHEELS**  
**SYSTEMS of ASSESSMENT**  
sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

# EQUITY

*the*  
**MIRRORS**  
**PROFESSIONAL LEARNING SYSTEM**  
reflecting + growing in our professional practices



# Key Responsibilities

Lindsay Summers, District Literacy Coordinator for K-5






- Direct support for our 14 site Reading Specialists. Facilitate ongoing collaboration and communication.
- Provide ongoing professional development for sites and for the district about literacy.
- Lead work with Structured Literacy Blocks, including the recent phonics pilot.
- Support administration of reading assessments and manage the databases: Literably and DIBELS mCLASS.
- Collaborate regularly with Ed Services, site administration, Reading Specialists, and teachers = equity and alignment.



# DIBELS mCLASS Data

- Dynamic Indicators of Basic Early Literacy Skills
- Required in K-3 for all 3 benchmark windows
- Optional in 4-5
- Purpose: dyslexia screener, benchmark assessment, and progress monitoring

District-Wide Data from September 2022:

	Exceeds	Meets	Approaches	Does Not Meet
Kinder 	30%	16%	18%	36%
1st Grade 	32%	26%	15%	27%
2nd Grade 	38%	30%	11%	21%
3rd Grade 	30%	39%	14%	17%
<b>Kinder through 3rd Grade</b> 	<b>32%</b>	<b>28%</b>	<b>15%</b>	<b>25%</b>



# DIBELS mCLASS Comparison

District-Wide Data from September 2022:

K-3 Composite Score by Site		Exceeds	Meets	Approaches	Does Not Meet
Spruce	●	11%	22%	20%	47%
Martin	●	9%	26%	20%	45%
Los Cerritos	●	24%	26%	15%	35%
Sunshine	●	26%	36%	14%	24%
Ponderosa	●	33%	29%	15%	23%
Skyline	●	36%	30%	18%	16%
Buri Buri	●	38%	32%	12%	18%
JS	●	58%	19%	10%	13%
Monte Verde	●	51%	27%	11%	11%



# Literably Data

- Required in 1-5 in all 3 windows
- Optional for Kinder in window 1 and 2
- Purpose: measure a student's accuracy, fluency, and comprehension by finding the instructional level

District-Wide Data from September 2022:

	Exceeds	Meets	Approaches	Does Not Meet
Kinder	n/a	n/a	n/a	n/a
1st Grade ●	25%	21%	10%	44%
2nd Grade ●	31%	20%	11%	38%
3rd Grade ●	41%	20%	9%	30%
4th Grade ●	38%	23%	10%	29%
5th Grade ●	45%	13%	10%	32%
<b>1st through 5th Grade ●</b>	<b>36%</b>	<b>19%</b>	<b>10%</b>	<b>35%</b>






# Literably Comparison




District-Wide Data from September 2022:

1st through 5th Grade		Exceeds	Meets	Approaches	Does Not Meet
Spruce	●	18%	12%	10%	60%
Martin	●	26%	16%	12%	46%
Los Cerritos	●	33%	18%	10%	39%
Sunshine	●	35%	18%	9%	38%
Ponderosa	●	32%	19%	13%	36%
Skyline	●	48%	23%	9%	20%
Buri Buri	●	43%	24%	8%	25%
JS	●	46%	20%	11%	23%
Monte Verde	●	46%	28%	8%	18%



# CAASPP ELA Data

2020 to 2021	Exceeded	Met	Nearly Met	Did Not Meet
3rd Grade 	22.76%	21.46%	22.76%	33.02%
4th Grade 	18.71%	20.04%	21.74%	39.51%
5th Grade 	23.99%	26.27%	19.09%	30.65%

2021 to 2022	Exceeded	Met	Nearly Met	Did Not Meet
3rd Grade 	24.42%	22.28%	24.42%	28.88%
4th Grade 	30.38%	23.33%	18.44%	27.85%
5th Grade 	25.17%	27.10%	20.10%	27.62%

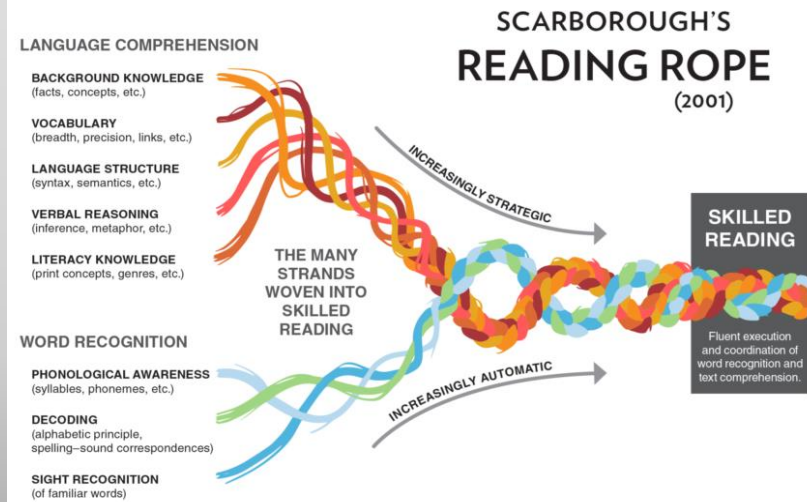
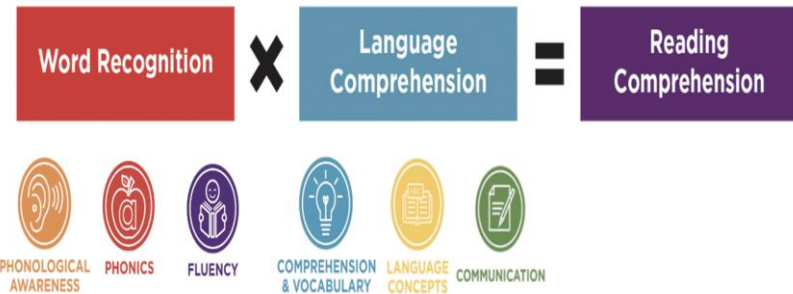


# Science of Reading

## Key Characteristics:

- Vast, interdisciplinary body of research about literacy and issues related to literacy, including learning to read and write.
- 50 years of research conducted in multiple languages.
- Research findings inform us of how to most effectively teach, assess, and provide intervention.

## Key Visuals:





# Structured Literacy

- Elements of structured literacy
  - Explicit, systematic instruction
  - Whole and targeted, small group instruction
  - Includes all components of literacy: phonemic awareness, phonics, fluency, comprehension, writing, as well as Designated ELD
  - Aligned to the Science of Reading
  - Effective for all student subgroups
- Phonics Pilot
  - Piloted three programs: SIPPS, Sadlier, and Foundations
  - Checking in with stakeholders
  - Feedback to EDS with a recommendation



# Structured Literacy Blocks

- Goals: strengthen Tier 1 instruction, develop a universal structure for teaching and learning, implement research based practices aligned to the Science of Reading
- Provided recommended models to teachers that were created by teacher-led teams

	August through December	January through May
<b>Phase 1: 2022 to 2023</b>	Overview. Ensure a foundation of success: procedures, systems, and routines.	
<b>Phase 2: 2023 to 2024</b>	Phonemic Awareness, Phonics, Word Recognition, Spelling	Fluency
<b>Phase 3: 2024 to 2025</b>	Vocabulary and Comprehension	Writing



# Connections to District Work

- The **Structured Literacy Block** provides the foundation for teaching literacy and language, as well as grade-level specific instructional routines.
- The **ELA Scope & Sequence** provides teachers with the priority standards to teach and assess for within their literacy block.
- The new **Report Cards** provides information on standards that are being assessed within the Structured Literacy Block.
- **Cycle of Inquiry** will provide the opportunity to reflect on the efficacy of our teaching and students' learning.



# Potential Next Steps

- Explore a continued partnership with California Reading and Literature Project (CRLP)
  - Invest in professional development to train our teachers in cohorts of TK-2 and 3-5, beginning with foundational reading skills
  - 3 year training plan customized to our needs
- Continue work with Structured Literacy Block
  - Equip teachers with additional resources
  - Build site capacity through training, collaboration, and time for lesson planning
- Recommendation to Ed Services for a phonics program



# Potential Next Steps

- Continue to work with equity and alignment in regard to literacy instruction and intervention with a focus on preschool to 5th grade.
- Explore providing additional resources at high need schools based on reading data.
- Develop consistency with our 14 Reading Specialists' job description and student caseload: intervention and coaching.
- Continue finding ways to use data to inform instruction and the decision making process, including MTSS.
- Explore a new county reading assessment that is valid, reliable, and aligns to the Science of Reading as a replacement for Literably.



# Thank You

