

2025

EVERY CHILD READS

PREVIOUS YEAR (2023–24) SUMMARY

Every Child Reads, a partnership between the Contra Costa County Office of Education (CCCOE) and the San Diego County Office of Education (SDCOE), works to accelerate equitable early literacy by building district and school capacity, strengthening family partnerships, and using data to guide Multi Tiered Systems of Supports (MTSS) in TK–5.



PROJECT IMPACT

Literacy Outcomes



- **OVERALL ELA PROFICIENCY.** More than 40% of students met or exceeded standards on the CAASPP ELA by spring 2024—~15 percentage points below the annual target.
- **PRIORITY STUDENT GROUPS.** English learners (~11%) and students with disabilities (~18%) remained well below the 35% goal. Economically disadvantaged students (~33%) fell short of the 50% goal.
Implication: Acceleration efforts must continue to prioritize ELs, students with disabilities, and economically disadvantaged students within MTSS.

Capacity Development



- **SCALE AND REACH.** Capacity was built across two partner organizations and 22 schools to implement evidence based reading practices and comprehensive literacy plans.
- **PROFESSIONAL LEARNING.** 1,119 teachers participated in 319+ workshops and coaching sessions, meeting the participation expectations set in 2022.
- **IMPLEMENTATION INFRASTRUCTURE.** The CCCOE–SDCOE partnership remained strong, with regular coordination to address student needs and monitor grant progress. Professional learning offerings included online CORE cohorts, a dyslexia community of practice, a comprehensive lesson study schedule, and summer institutes on best practices. The Literacy Needs Assessment and Fidelity Integrity Assessment strengthened a data use culture that supported MTSS rollout. District level leadership development helped sustain implementation despite personnel changes.

Family Engagement



- **REACH AND FEEDBACK.** The project engaged ~2,000 parents through family literacy events; 1,600+ completed the parent engagement survey—both exceeding the target of 1,500.
- **PERCEPTIONS.** Nearly three fourths of parents reported satisfaction with their child’s reading development.

EVALUATION METHODOLOGY

A mixed-methods design integrated quantitative and qualitative data across the grant period. The team synthesized multiple evidence streams—participant perspectives, organizational capacity, student outcomes, and program components—balancing adaptation to formative findings with consistent longitudinal measures to document progress over time.



PREVIOUS YEAR (2023-24) FINDINGS

Key Takeaways at a Glance:

COLLABORATION & PLANNING

- 108 coordination meetings with districts, community partners, and COEs; district literacy plans created using needs assessment and FIA results.

PROFESSIONAL LEARNING

- 68 events with 695 educator participants; 22 coaching sessions for 45 coachees; pre/post surveys show modest gains in self rated literacy instruction knowledge.

FAMILY ENGAGEMENT

- 500+ parents engaged this year (~900 over three years); 459 survey responses—73% satisfied with child’s reading development; 56% read with their child daily.

STUDENT OUTCOMES

- 40% met/exceeded CAASPP ELA (stable vs. 2021–22); 10 of 23 schools declined year over year; Oakley stable at 41%; Oceanside increased 40% → 44%; 55% goal not yet met. Local assessments show fall→spring gains across all schools (+8% to +33%), mirrored by EL and students with disabilities.

Lessons Learned:

- 1

ADAPTABILITY MATTERS
Persistent post COVID challenges require sustained, evidence based supports.
- 2

MAKE DATA ACTIONABLE
Regular assessment use is spreading; next step is deeper analysis tied to concrete instructional responses.
- 3

PD WORKS—IF IT’S CONTINUOUS
High quality PD on the Science of Reading is impactful; turnover necessitates induction, refreshers, and coaching cycles.
- 4

FAMILIES ARE FORCE MULTIPLIERS
Strong engagement exceeded expectations and should remain a core strategy.
- 5

IMPLEMENTATION CONSISTENCY IS THE HURDLE
Leadership and staffing stability are critical to scale and sustain practices.

Overall, the project is building the infrastructure and habits (curriculum aligned PD, assessment systems, MTSS routines, and family partnerships) associated with long term literacy gains. Local measures show encouraging within year growth, while state proficiency targets will require continued, consistent implementation to realize at scale.

CURRENT YEAR (2024-25) QUANTITATIVE FINDINGS

This year’s evaluation focused primarily on literacy outcomes, drawing upon a range of quantitative data sources to answer key evaluation questions. These data include local and statewide student assessment results, internal programmatic data, and a review of relevant documents. Together, these data offer a comprehensive view of the program’s measurable impact on literacy outcomes in 24-25.

LITERACY OUTCOMES

Every Child Reads connected literacy data for over 418 teachers and 7,599 students, establishing a system to monitor progress in key literacy skills across transitional kindergarten through fifth grade. This effort aims to improve student literacy outcomes by linking teacher practices with student performance. Grounded in evidence-based practices, activities, and interventions, the initiative prioritizes support for disadvantaged children, particularly those living in poverty and students with disabilities. The approach relies on locally collected literacy data, assessed multiple times throughout the year, to set goals and track progress. Literacy coaches play a critical role by working alongside teachers, school administrators, and district leaders to analyze results and identify the root causes of persistent challenges in literacy development.

Overall results from CAASSP ELA assessments indicated that 41% of students were reading at grade level by the end of the 2024-2025 school year, which is one percentage point higher from the 2021-2022 school year.

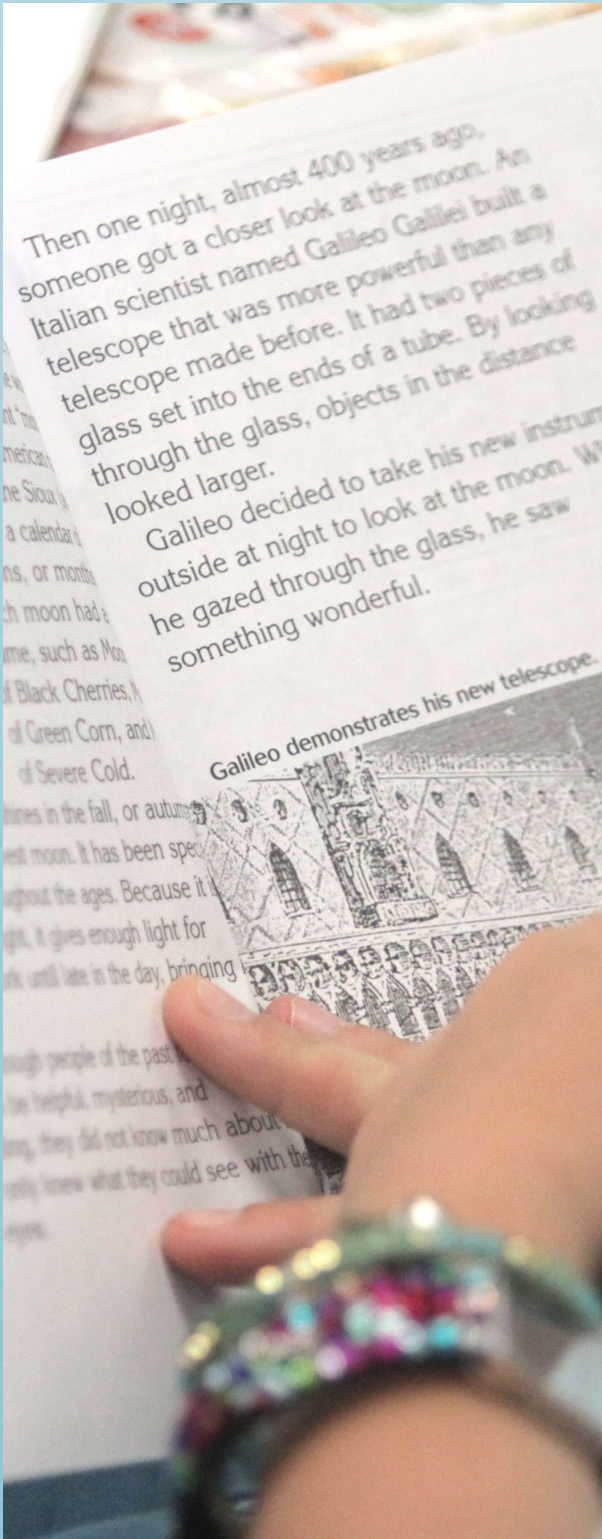


TABLE 1:

CAASSP Results: Percent of Students Meeting and Exceeding in Grades 3-5 for Every Child Reads

School Name	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2024-2025 CAASPP ELA % Meeting/Exceeding
Almond Grove Elementary	224	59%	44%
Gehringer Elementary	326	43%	44%
Iron House Elementary	241	34%	35%
Laurel Elementary	187	37%	27%
Oakley Elementary	163	25%	25%
Summer Lake Elementary	247	40%	41%
Vintage Parkway Elementary	215	41%	44%
All Oakley Union Elementary School District	1,603 total	41% average	38% average ↓

School Name	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2024-2025 CAASPP ELA % Meeting/Exceeding
Christa McAuliffe Elementary	193	32%	42%
Del Rio Elementary	142	28%	40%
Ivey Ranch Elementary	335	58%	60%
Laurel Elementary	189	26%	32%
Libby Elementary	160	31%	49%
Louise Foussat Elementary	206	32%	28%
Mission Elementary	199	30%	38%
Nichols Elementary	233	36%	36%
North Terrace Elementary	159	55%	55%
Palmquist Elementary	256	43%	46%
Reynolds Elementary	217	43%	NA
San Luis Rey Elementary	200	29%	31%
Santa Margarita Elementary	137	50%	41%
South Oceanside Elementary	223	51%	44%
Stuart Mesa Elementary	131	50%	40%
Surfside Academy	18	39%	43%
All Oceanside Unified School District	2,998 total	40% average	42% average ↑

Every Child Reads	Number of Students, Grades 3-5	2021-2022 CAASPP ELA % Meeting/Exceeding	2024-2025 CAASPP ELA % Meeting/Exceeding
Results Across All Schools	4,601 total	40% average	41% average ↑

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

QUANTITATIVE FINDINGS CONT.

As shown in the table, the percentage of students meeting or exceeding standards on the state English Language Arts (ELA) assessment declined in 2023–2024 for 10 of the 23 participating schools. Oakley Union Elementary remained stable at 41%, while Oceanside Unified saw a modest increase from 40% to 42%. While the overall average increased slightly, this masks important variation at the school and district level, underscoring the need for targeted support where implementation challenges persist. Despite some positive trends, both systems fell short of the program’s goal for 55% of students reading at or above grade level by 2024. The program’s 55% target, while aspirational, exceeds historical averages and may require multi-year implementation cycles to achieve across all student groups.

Local literacy assessment data from 2024–2025 show clear evidence of improvement across transitional kindergarten through 5th grade classrooms participating in the Every Child Reads initiative in Oceanside Unified School District. In contrast, most schools in Oakley Union Elementary School District experienced slight to moderate declines in performance. These assessments, administered multiple times throughout the school year, enable the evaluation team to monitor changes in reading proficiency over time.

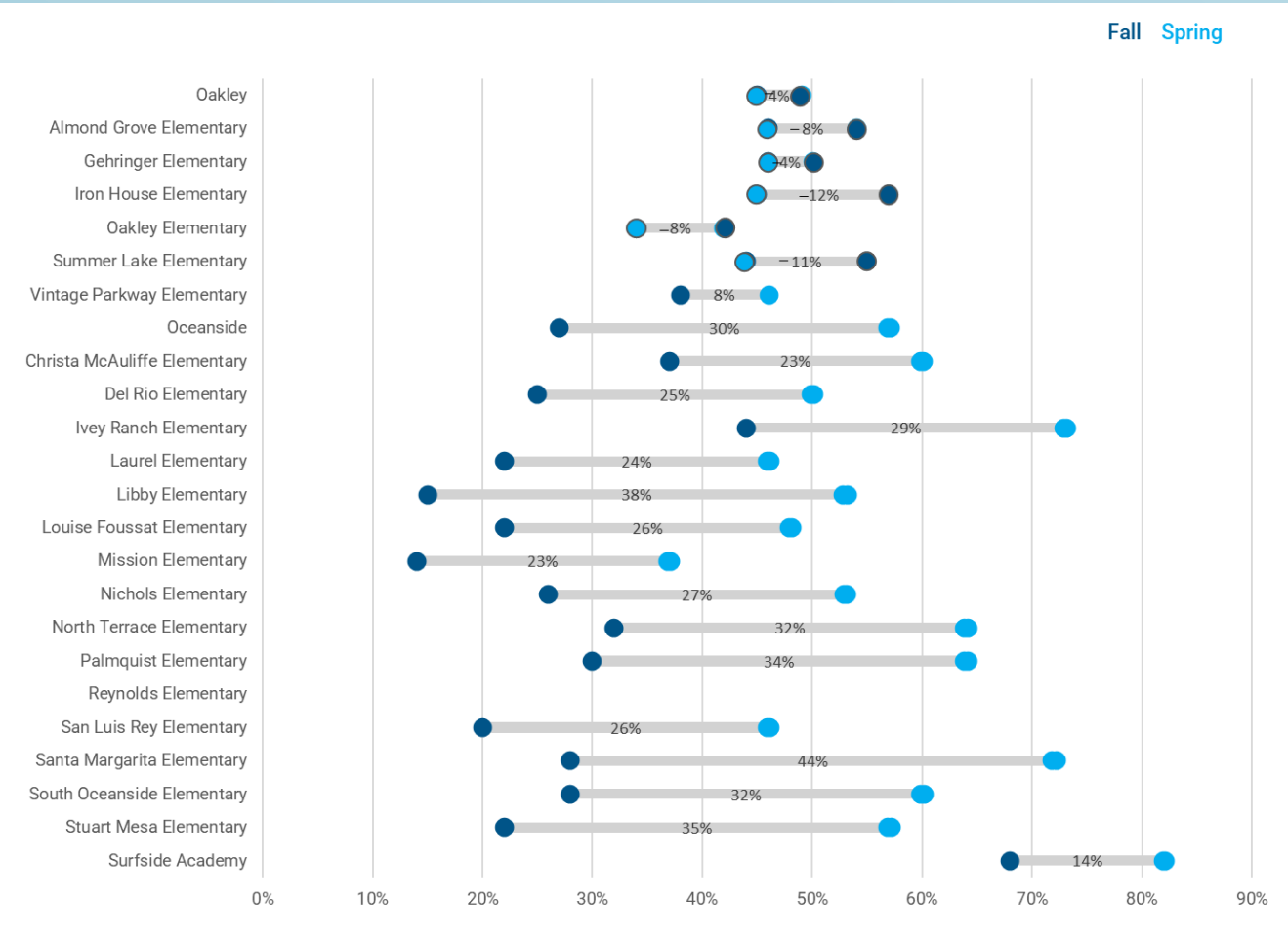
As illustrated in Figure 2, nearly all Oceanside Unified schools demonstrated gains in the percentage of students reading at grade level from fall 2024 to spring 2025. Growth ranged from a modest four-percentage-point increase at Almond Grove Elementary to a significant

38-point gain at Libby Elementary. Other notable improvements include a 34-point increase at Gehringer Elementary, 33 points at Ivey Ranch Elementary, and 32-point gains at both North Terrace and South Oceanside Elementary Schools.

In contrast, most Oakley Union schools saw flat or declining performance, including an eight-point decrease at Iron House Elementary, an 11-point decrease at Laurel Elementary, and a 12-point decline at Oakley Elementary. The district as a whole declined by four percentage points. These results indicate that while the initiative is showing promising impact in Oceanside Unified, additional attention may be needed to support literacy improvement in Oakley Union. Furthermore, implementation variation across districts may reflect differences in coaching intensity, leadership continuity, or instructional time and contribute to differences in outcomes.



FIGURE 2:
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.

Taken together, the quantitative findings from the 2024–2025 evaluation suggest that Every Child Reads is contributing to measurable improvements in literacy outcomes, particularly within Oceanside Unified School District. While state assessment data showed only modest gains overall, the more frequent local assessments captured meaningful within-year progress, especially in schools where implementation appears strong. However, project leadership must continue to prioritize targeted support, deeper analysis of local implementation contexts, and differentiated strategies to ensure all students benefit from the initiative’s goals. Continued investment in data-driven instruction, coaching, and monitoring systems will be essential to accelerating progress toward grade-level reading for all students.

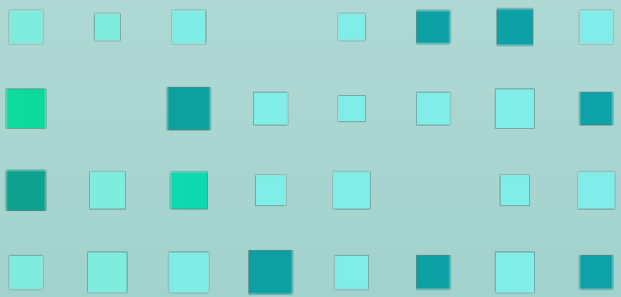


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DISTRICT HIGHLIGHTS

Oakley Union Elementary School District

The city of Oakley, located in far east Contra Costa County, is one of California’s youngest and fastest growing cities. With a population of 43,357 residents (US Census, 2020), Oakley, once a quiet delta farming town, is now a rapidly expanding community of landscaped parks, new and developing neighborhoods, planned businesses and commercial development. The Oakley Union Elementary School District (OUESD) serves 4,905 students and includes seven elementary schools for students in grades transitional kindergarten through 5th grade: Almond Grove Elementary, Gehringer Elementary, Laurel Elementary, Iron House Elementary, Summer Lake Elementary, Vintage Parkway Elementary and Oakley Elementary, which also hosts our special education and state preschool students. Our students in 6th-8th grade attend one of our two middle schools: Delta Vista Middle School or O’Hara Park Middle School. A majority of Oakley Union Elementary School District 8th grade students matriculate to Freedom High School in the Liberty Union High School District.



CURRENT PROJECT UPDATES

Leadership Matters

Stable leadership is essential for sustaining momentum and implementing practices and programs effectively. During the grant, the seven elementary schools experienced 14 principal transitions, and the district had four Directors of Curriculum and Instruction - with no director or main contact in the final year. Turnover among district coordinators and instructional coaches compounded these challenges. This instability disrupted momentum, required repeated onboarding, and made consistent implementation difficult.

To counter leadership instability and improve student learning in a critical area of need, we dedicated the final year to a two-school pilot with leaders engaged since the start of the grant. This focused approach ignited a transformative journey, fostering deeper understanding of effective implementation, stronger teaching practices, and renewed confidence in students’ reading success.

Building Early Momentum

In the final year of the CLSD grant, the Contra Costa County Office of Education (CCCOE) and Oakley Union Elementary School District (OUESD) completed a transformative literacy journey. Guided by implementation science and the Active Implementation Formula, the

partnership prioritized structured support, educator empowerment, and student success.

This year’s journey began with two pilot sites launching UFLI Foundations. These schools became learning laboratories where routines were established, feedback loops built, and a vision for district-wide implementation took shape.

Teachers in the pilots quickly saw results. One shared, “Everything! We love UFLI in my classroom. It has given confidence to so many of my students.”

These early wins fueled district-wide planning for 2025–26, creating a blueprint that expanded beyond pilot sites and set the stage for scaling.

Implementation & Improvement Science in Action

Throughout the course of the grant, CCCOE anchored its work with OUESD in improvement science, using the continuous improvement cycle to support the district with ongoing reflection and refinement to strengthen literacy implementations over time. CCCOE knew that in order for the work to sustain beyond the life of the grant and continue to influence future initiatives, it was critical for both the district literacy team and the administrator team to engage deeply in learning around implementation science. Knowing the district was preparing to implement a new program, UFLI, it was clear that building leadership

capacity in implementation science had to become the next priority to ensure the innovation would be adopted with fidelity and sustained over time.

Together, these teams studied and applied the Active Implementation Formula from the National Implementation Research Network (NIRN), combining both implementation and improvement science to guide their decision-making and ensure lasting impact:

Effective Innovations × Effective Implementation × Enabling Contexts = Socially Significant Outcomes

Using the four stages of implementation from NIRN, in partnership, CCCOE and OUESD strategically mapped out the steps required for success at each phase:

- **Exploration:** Identifying literacy gaps and choosing UFLI.
- **Installation:** Planning professional learning, distributing materials, and creating the UFLI Homebase.
- **Initial Implementation:** Launching PDSA cycles as part of the continuous improvement cycle, coaching, and gathering teacher feedback to inform next steps.
- **Full Implementation (in progress):** Scaling across schools with strong teacher confidence and student gains.

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DISTRICT HIGHLIGHTS CONT.

A district literacy coach shared the importance of using PDSA cycles with the Implementation Team:

“Getting together to discuss and look at the data on how the teachers felt has really helped drive what we do for them which I think is really important... getting the right support at the right time.”

This structured and intentional approach positioned UFLI not as a short-term curriculum adoption, but as a systemic transformation designed to grow and endure.

Empowering Educators through Professional Development

Professional learning was a cornerstone of the initiative. Over the course of this final year:

- 13 professional learning sessions were delivered, including UFLI-focused sessions, Science of Reading sessions for new teachers, intervention routines for literacy aides, and literacy leadership development for administrators.
- 17 instructional coaching visits supported teachers in classrooms using UFLI, providing modeling, co-teaching, and observation cycles.

- 20 UFLI huddle meetings supported the Implementation PLC team leaders in planning and reflection through PDSA Cycles.

Teachers consistently emphasized the impact of this support:

“So this is my fifth year teaching, and I feel like in my first four years I was always on edge with how I was going to teach reading. I’d get overwhelmed and anxious. With UFLI, I feel so relieved. I honestly love it. It’s easy to teach, the kids love it, and the routine has completely changed my teaching for the better.”

Another reflected on the collaborative spirit:

“All of the training we’ve done has been huge. Your team has been a huge help, teaching alongside us, observing us, and providing supplies. We feel really supported.”

A pilot site principal shared her thoughts on the professional learning:

“This is the most thorough implementation process I’ve been through. I’ve been involved with lots of curriculum adoptions and implementation is typically a one and done and this process where we’ve visited and revisited, revising, giving them things in manageable chunks has been very successful for teachers and our students and their outcomes.”

Listen to the full interview [here](https://bit.ly/4301Jv). (bit.ly/4301Jv)

Driving Momentum for Scaling the Work

The success of UFLI at the pilot sites sparked excitement across the district. Teachers outside the pilots voiced eagerness to begin, and the Implementation Team worked with CCCOE to revise professional learning for a broader rollout.

Teachers noticed shifts not just in their own practice, but in student outcomes. “The kids were reading last year around March,” one kindergarten teacher shared. “Now, by October and November, students are already saying, ‘I can read these words, no problem.’ It’s amazing.” Another added, “Our classes are the highest they’ve ever been. The growth has been phenomenal.”

Local literacy data revealed that UFLI pilot schools were the only ones to show measurable gains in literacy scores and teachers reported that many students were progressing so well with Tier 1 instruction that they no longer required additional pull-out intervention.





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DISTRICT HIGHLIGHTS CONT.

Teacher Voice: A Common Thread

Across interviews and surveys, a clear theme emerged: teachers felt more confident, more supported, and more effective. They expressed gratitude for the level of professional learning and coaching, contrasting it with past experiences of being handed a manual with little follow-up. One teacher even described feeling “overly supported.”

Equally important, they saw their students thriving. Predictable routines increased engagement, struggling readers gained confidence, and overall student attitudes toward reading shifted positively.

“With UFLI, I feel so relieved. It’s easy to teach, and the kids enjoy it because of the routine.”

“I absolutely love this program. I’m sad for the schools that don’t have it yet. I feel kind of blessed and chosen that we got it.”

Survey results underscored this sentiment: post-surveys showed a **mean score of 4.9/5** for improved professional knowledge and skills with teaching literacy.

Partnerships and Community Engagement

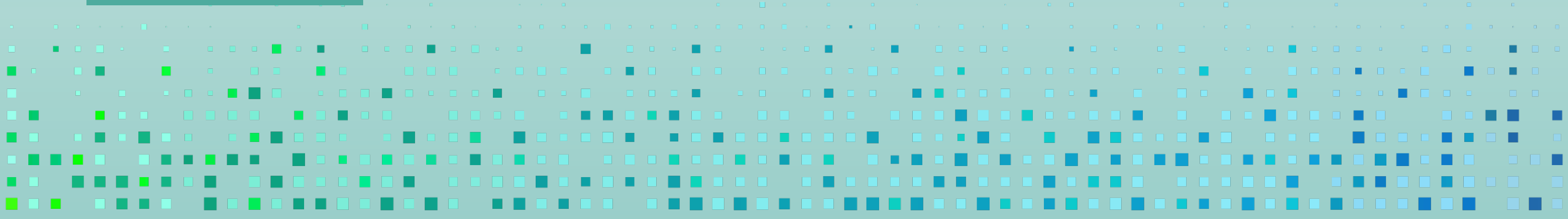
The literacy journey extended beyond classrooms. OUESD hosted their annual “Read to Grow,” an event that reached 50 families with literacy activities and book giveaways. CCCOE partnered with the county library for a summer reading initiative, providing OUESD school librarians with firsthand knowledge of the library’s programs so they could actively share summer opportunities with students and families. The partnership with Oakley Rotary has been instrumental in sustaining and expanding little libraries throughout the Oakley community. These connections ensured literacy was viewed as a shared responsibility.

Looking Ahead: Sustaining and Scaling the Work in OUESD and Beyond

As the CLSD grant concludes, CCCOE and OUESD leave behind a district-wide implementation blueprint aligned with MTSS principles. This work is now embedded in school schedules, reinforced by coaching and professional learning, and supported through shared leadership. Teachers have requested continued opportunities for professional learning, classroom observation, and collaboration, clear evidence of both commitment and momentum.

The lessons learned in Oakley are also guiding CCCOE’s work with other districts across the county. By using Oakley’s implementation blueprint as a model, additional districts, teachers, and students are benefiting from the deep learning that took place during the final year of the grant.

The conclusion of the CLSD grant represents a transition rather than an end. Oakley now has a sustainable, district-wide approach to literacy that will continue to shape instructional practice locally while also informing countywide initiatives moving forward.



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DISTRICT HIGHLIGHTS

Oceanside Unified School District

The Oceanside Unified School District (OUSD) serves approximately 17,000 students in grades K -12 in northern San Diego County. The city of Oceanside is located 36 miles north of San Diego and 84 miles south of Los Angeles. Marine Corps Base Camp Pendleton borders Oceanside to the north and is home to approximately 1,800 Oceanside students who attend one of the three K-8 elementary schools located on the base and our high schools off the base. OUSD is composed of 16 elementary schools, four middle schools, two comprehensive high schools, one continuation high school, a K-12 independent study school, and an adult transition program school. OUSD has one elementary and a feeder middle school designated as STEM schools, two elementary schools and one middle school with Dual Language Immersion programs, and other schools are in the process of developing areas of focus.

PROGRESS SUMMARY (2024–25)

In 2023-2024, Oceanside began integrating previous work from the CLSD grant with a current and ongoing initiative Project ARISE.

Project ARISE is a statewide literacy initiative that extends Oceanside Unified School District’s (OUSD) prior Comprehensive Literacy State Development (CLSD) work. ARISE advances Science of Reading–aligned instruction with an emphasis on English Learners/Multilingual Learners (including dually identified students), integrates the Reading Difficulties Risk Screener (RDRS) within MTSS, and builds sustainable site level leadership.

Major Milestones & Reach

- **Four Summer Institutes launched (June–August 2024)** with OUSD teacher participation, serving **250+ K–6 educators** statewide:
 - **K–2 (Jul 31) and Grades 3–6 (Aug 7):** embedding foundational skills and language supports in core instruction.
 - **K–6 Biliteracy (Aug 2):** cross language connections, Spanish–English biliteracy, bridging strategies.
 - **Elementary Principal Institute (Jun 17):** literacy leadership, data informed decision making, and learning walk tools.
- **Strategic partnerships** deepened impact and alignment with Imperial, Contra Costa, and Glenn COEs and the California MTSS Network.

Highlights from professional learning

- **Practical application for teachers:** Immediately usable strategies and customizable tools to strengthen oral language, productive language use, and opportunities to respond (OTR) for English Learners.
- **Strengthened leadership capacity:** Principals/administrators trained to integrate **RDRS** within MTSS and to guide district wide screener adoption.
- **RDRS implementation:** Expanded via virtual and in person sessions, emphasizing early identification and intervention for Multilingual Learners and dually identified students.

Implementation Shifts, Participation & Focus Areas

- **MTSS alignment:** Joint sessions with the MTSS Network helped LEAs integrate **RDRS data into Tier 1**, prompting refinements to Tiered Intervention Matrices (TIMs).
- **Language development focus: Spring 2025** sessions at San Marcos Elementary showcased a site led shift to elevate oral/ productive language within literacy, with follow up planning by site leadership.
- **Expanded teacher leadership:** Teacher Leaders planned site based delivery of ARISE strategies and set sustainability goals during final institutes.

Additional Outcomes, Stories & Resources

- **Resource repository (in development):** A centralized digital library (planned in the **June 5–6** convening with Contra Costa/ Glenn COEs) to ensure post grant access to ARISE materials.
- **RDRS Toolkit adoption support:** Zoom sessions (**March 12, April 7**) guided leaders through **Sections 3–4** (screener review; alignment with state requirements).
- **Empathy driven dyslexia PD (March 19):** Experiential session provoked equity focused dialogue and actionable classroom accommodations.
- **Cross district collaboration: March 24** in person RDRS Network launch fostered shared problem solving for Multilingual Learners and locally adapted, legislation informed practices.

Looking Ahead

The CLSD initiative, and later Project ARISE, have established a strong foundation for site-driven implementation aligned with the Science of Reading in OUSD. For 2025–26, plans include expanding curated resources through the repository, continuing coaching and leadership support, and maintaining a sustained focus on data-driven language and literacy instruction—particularly for English Learners and dually identified students.

FINAL CONCLUSIONS (2021-2025)

The *Every Child Reads* initiative continues to lay a strong foundation for lasting literacy improvement across Priority 4. Through intentional partnerships, evidence-based instructional practices, and a commitment to equity, the project has supported measurable progress in both student learning and educator capacity—particularly in Oceanside Unified, where implementation fidelity and data-driven instructional routines are showing early signs of impact.

While results remain uneven, with some sites falling short of growth targets, the initiative has fostered essential infrastructure—comprehensive professional development, assessment systems, and coaching supports—that are critical to achieving long-term outcomes. The contrasting trajectories across districts underscore the importance of implementation quality, leadership stability, and continuous improvement cycles as districts adopt structured literacy approaches and scale interventions like UFLI and the Reading Difficulties Risk Screener (RDRS).

Educator and family voices throughout this report affirm that *Every Child Reads* is not simply a compliance-driven grant effort, but a transformational shift in how schools respond to student needs. As the CLSD grant period concludes, both Oakley Union and Oceanside Unified are equipped with scalable implementation blueprints, MTSS-aligned practices, and collaborative leadership teams ready to sustain and expand this work.

Ultimately, *Every Child Reads* is more than a regional literacy initiative—it is a model for how systems can align around a shared vision, center students who need support the most, and build the conditions where every child has the opportunity to become a confident, capable reader.





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,
 - 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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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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RESOURCES



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