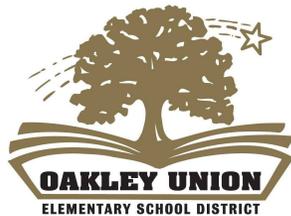


Comprehensive Literacy State Development Grant Launch

Kicking Off Our Three Year Project



EVERY CHILD READS



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In 2019, CDE received \$37.5 million in federal Comprehensive Literacy State Development (CLSD) grant funds and set these objectives for their 5 year project...

- **Align local and state literacy initiatives** through a coordinated effort to **build state and local capacity**
- Develop and implement an **evidence-based comprehensive state literacy plan**
- **Build local capacity** to align, establish, and implement local literacy initiatives





CALIFORNIA Comprehensive State Literacy Plan



March 2021
California Department of Education

The State Literacy Plan

- Introduces nothing new, it aligns and integrates
- Outlines seven needs-based priorities and the evidence-based strategies to consider when addressing each
- Uses the continuous improvement process

7 Priorities. 7 Grant Projects.

Birth to 5 years programs	Priority 1	Promote literacy-rich environments and experiences and support the quality of programs and their capacity to support early language and literacy skills, as well as to increase family support by increasing knowledge, skills, and confidence through family-centered curriculum and literacy activities with special attention to linguistic diversity and equity and access for all
Grade TK - 5 programs	Priority 2	Build teacher capacity for Tier 1 literacy instruction, including foundational skills, reading comprehension, and best first reading and writing instruction.
	Priority 3	Build school capacity for effective literacy and comprehensive English Language Development (ELD) for English Learner (EL) students, including opportunities to develop biliteracy and primary language instruction whenever possible.
	Priority 4	Build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia.
Grade 6-12 programs	Priority 5	Build teacher capacity across disciplines for literacy instruction, including peer to peer coaching models.
	Priority 6	Build school capacity for effective literacy and comprehensive ELD for EL students, including opportunities to develop biliteracy and primary language instruction whenever possible.
	Priority 7	Promote and build school capacity for effective literacy instruction for students with disabilities.

Priority 4

TK–5 programs that build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia.





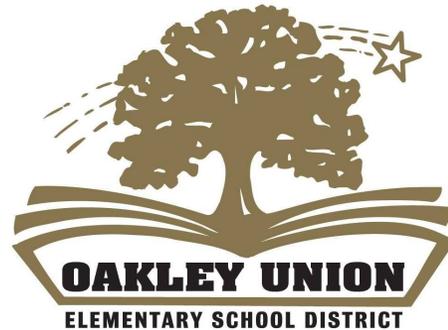
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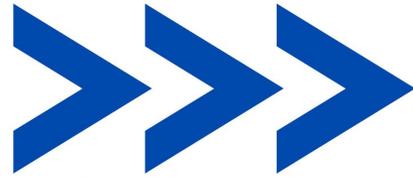
OAKLEY UNION
ELEMENTARY SCHOOL DISTRICT



OCEANSIDE
UNIFIED • SCHOOL • DISTRICT

Priority 4...

Build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia.



Three Goals. Three Years.



Build capacity to serve struggling readers by strengthening district & site multi-tiered systems of support (MTSS)



Develop district and site literacy plans & implement evidence-based strategies through improvement cycles



Increase Family & Community Engagement in Literacy

Goal 1

- ★ Build capacity to serve struggling readers by strengthening district & site multi-tiered systems of support (MTSS)



California MTSS Framework

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



Whole Child Domain

**Inclusive Academic Instruction
Features**

**Inclusive Behavior Instruction
Features**

**Inclusive Transformative
Social-Emotional Instruction and
Mental Health Support Features**

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain

Strong & Engaged Site
Leadership Features

Strong Educator Support
System Features

Integrated Supports Domain

Organizational Structure
Features

Strong & Positive School
Culture Features

Family and Community Engagement Domain

Trusting Family Partnerships
Features

Trusting Community
Partnerships Features

Inclusive Policy Structure and Practice Domain

Strong LEA / School
Relationship Features

LEA Policy Framework
Features

Adapted with permission from: SWIFT Education Center. (2016).
Domains and Features Placemat. Lawrence, KS. swiftschools.org



Continuum of Support

OR

Tiers of Support

California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

Adapted with permission from: SWIFT Education Center. (2016).
Domains and Features Placemat. Lawrence, KS. swiftschools.org

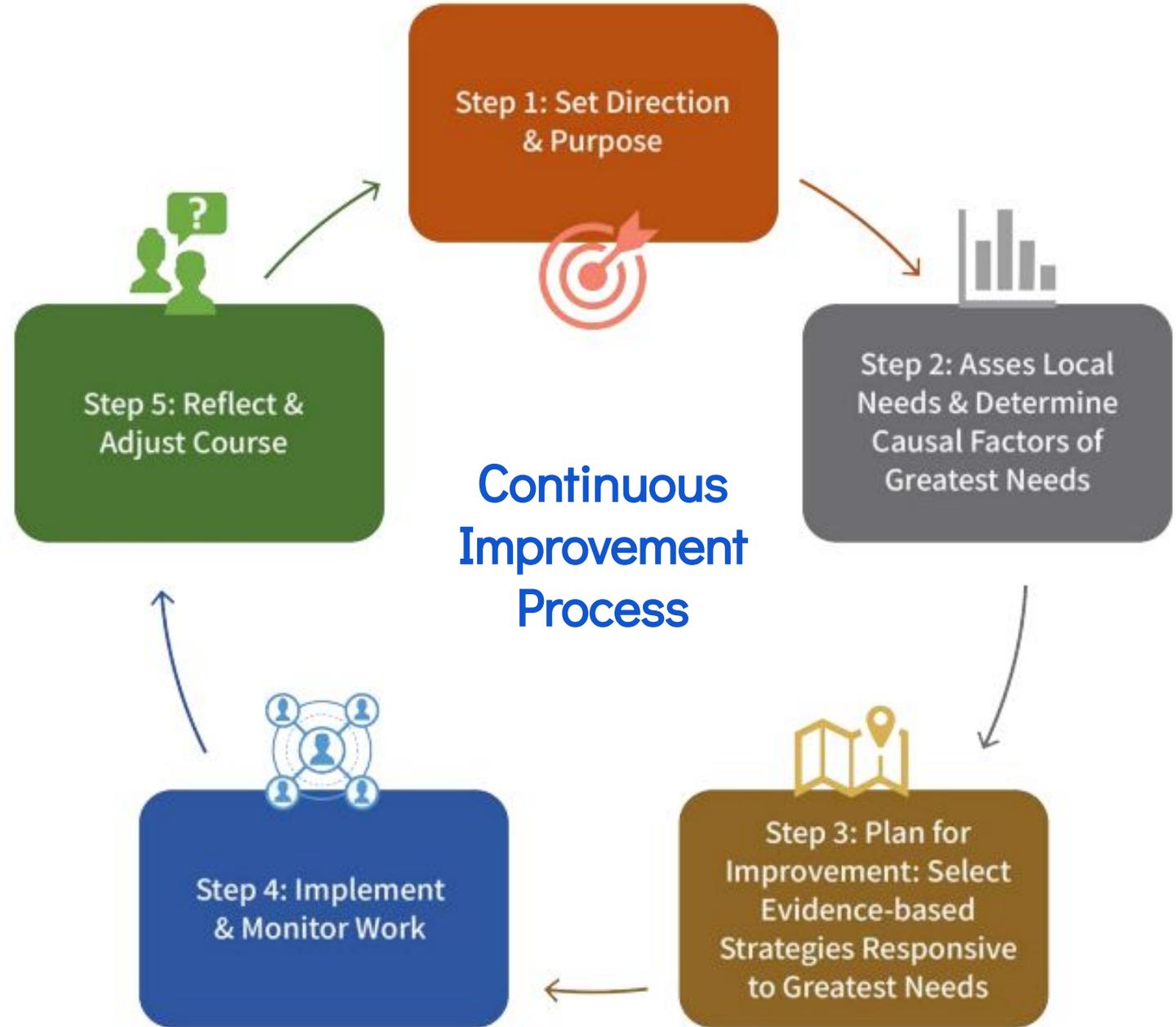


Goal 2

- ★ Develop district and site literacy plans & implement evidence-based strategies through improvement cycles



Steps in the Planning Process



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Goal 3

- ★ Increase Family & Community Engagement in Literacy



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Engaging Families & Community in Literacy

- Understand district's and schools' context
- Enhance each school's engagements efforts
- Expand access to books and reading at home opportunities

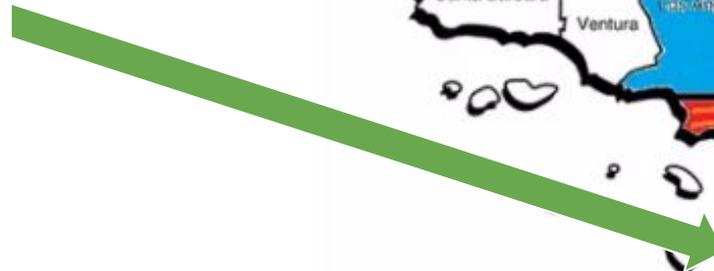
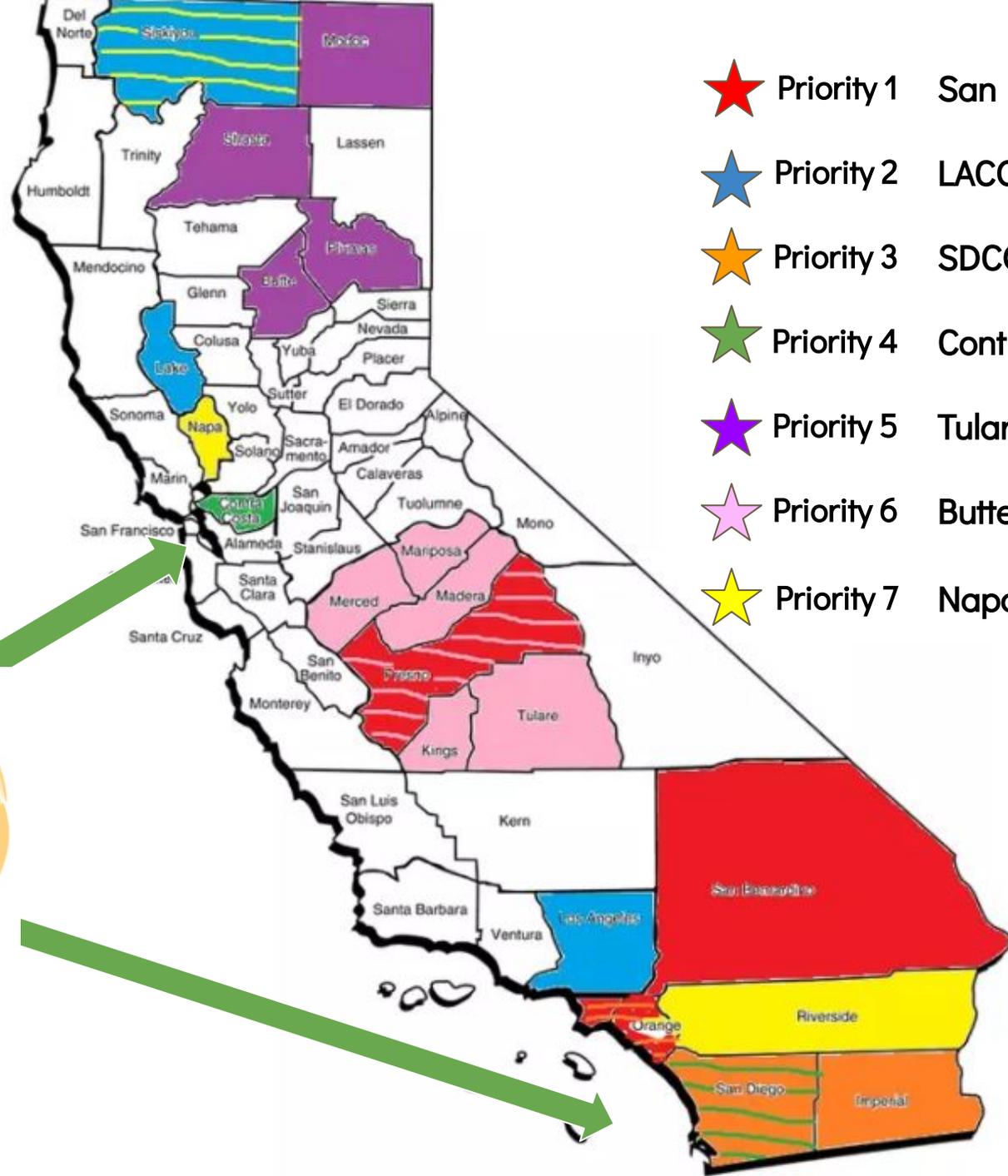


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We are 1 of 7.

- ★ Priority 1 San Bernardino CSS, Fresno COE, OCDE
- ★ Priority 2 LACOE, Lake COE, Siskiyou COE
- ★ Priority 3 SDCOE, OCDE, Imperial COE
- ★ Priority 4 Contra Costa COE, SDCOE
- ★ Priority 5 Tulare COE, Fresno COE, Kings COE
- ★ Priority 6 Butte COE, Plumas COE, Shasta COE, Modoc COE
- ★ Priority 7 Napa COE, Riverside COE, Siskiyou COE





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