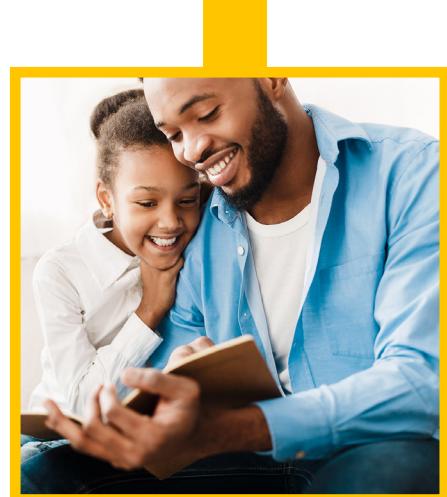


Project Overview

Based on an established history of leadership and expertise in both literacy and early learning, the **Sacramento County Office of Education (SCOE)** was awarded \$3,000,000 from the California Department of Education (CDE) to serve as the **Early Literacy Support Block (ELSB) Grant Expert Lead in Literacy**. The funds are available for expenditure over three years, from December 1, 2020, through June 30, 2023. SCOE will support local educational agencies (LEAs) with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the State Summative English Language Arts (ELA) assessment. Of the 75 identified schools, seven are in three districts within Sacramento County. As the Expert Lead in Literacy, SCOE will build statewide professional learning networks and provide technical assistance to increase statewide capacity in implementing effective literacy instruction.

Sacramento County ELSB LEAs/Schools

LEAs	Schools
Sacramento City USD	John D. Sloat Elementary
Sacramento City USD	A.M. Winn Waldorf-Inspired
Sacramento City USD	Ethel I. Baker Elementary
Sacramento City USD	John H. Still
San Juan USD	Dyer-Kelly Elementary
Twin Rivers USD	Community Collaborative Charter
Twin Rivers USD	Northwood Elementary





Project Background

The selection of SCOE as Expert Lead in Literacy was based on its demonstrated expertise in developing, implementing, and supporting LEAs and their schools with literacy instruction and programs, particularly focused on literacy in early grades (kindergarten, which includes transitional kindergarten, and grades one through three).

Each of the ELSB districts will receive funding for the 75 eligible schools to develop and implement a needs assessment and conduct a root cause analysis. Based on

evidence and information from the needs assessment and the root cause analysis, the grantees will develop and implement a three-year Literacy Action Plan focused on literacy in the early grades. **SCOE's Curriculum and Instruction English Language Arts department** will provide technical assistance to the districts in planning and implementing their Literacy Action Plans and will facilitate the development of statewide professional learning networks to increase statewide capacity in implementing effective literacy instruction.

SCOE has contracted with **Pivot Learning** and its subsidiary **CORE (Consortium on Reaching Excellence in Education)** to develop and deliver the year 1 training pertaining to root cause and needs assessment, culminating in the development of a Literacy Action Plan. In years 2 and 3, SCOE will contract with Pivot/CORE for teacher and administrator early literacy training. The SCOE team has been and will continue to be integrally involved with Pivot/CORE in creating and supporting the professional development to support the grant implementation. Through this collaboration, SCOE will guide the districts in providing students throughout the state with high-quality, evidenced-based literacy instruction all students need to achieve.

Project Goals

The overarching goal of the Early Literacy Support Block Grant is the ***development and implementation of literacy instruction and support programs, particularly focused in literacy in the early grades, ultimately resulting in improved student outcomes.***

In addition to supporting the ELSB goal (above), as the Expert Lead in Literacy, SCOE will also work collaboratively with the statewide System of Support to increase statewide capacity in implementing effective literacy instruction.



Project Summary

As the expert lead for this block grant, SCOE will provide strategic support to districts and schools to:

- Identify local needs through a needs assessment and root cause analysis. The root cause analysis is designed to focus attention on established practices that are leading to current outcomes and to guide decisions about future practices that will result in significant change in student outcomes.
- Identify specific “high-impact” strategies, programs, and/or services that would be most appropriate for addressing their local needs.
- Create a Literacy Action Plan to implement and monitor the impact of identified strategies, programs, and/or services over the term of the grant.
- Engage in professional learning networks to help build statewide capacity among LEAs in implementing effective literacy instruction and support programs at their schools.



The site/LEA Literacy Action Plans will identify up to three literacy goals based on their root cause analyses and needs assessments. After the LEAs complete their needs assessment (based on the root cause analysis), the identified needs are aligned with at least one of the four categories outlined below to form the Literacy Action Plan.

Sites/LEAs must choose at least one of the following categories for their plan:

- 1. Access to High-quality Literacy Teaching**, which might include, but not limited to, use of coaches, bilingual reading specialists, instructional aides/paraprofessionals, culturally responsive curriculum, evidence-based professional learning.
- 2. Support for Literacy Learning**, which might include, but not limited to, the purchase of curriculum resources and instructional materials, professional development to support the implementation of the materials, and/or diagnostic assessment instruments.
- 3. Pupil Supports**, which might include, but not limited to, expanded learning programs to improve access to literacy instruction, library models to expand literacy access and instruction, strategies to improve school climate, strategies to implement social-emotional learning approaches, expanded access to the library.
- 4. Family and Community Support**, which might include, but not limited to, development of trauma-informed practices and supports, provision of mental health resources, strategies to implement multi-tiered systems of support (MTSS) and response to intervention (RtI), literacy training for parents, strategies to improve parent and community engagement.

Support for the Literacy Action Plans continues in years 2 and 3 through the ongoing focus on continuous improvement. Site Literacy Teams will learn about plan-do-study-act (PDSA) cycles in order to monitor the implementation of their plans. SCOE will provide ongoing technical assistance to support cycles of continuous improvement.

In addition to supporting LEAs in developing and implementing their Literacy Action Plans, SCOE will support the state in expanding educator knowledge of literacy research and instruction through the System of Support. SCOE will establish a Regional Professional Learning Network, Coaching Network, Statewide Community of Practice, and host an annual Literacy Conference.

SCOE will present at the Regional Professional Learning Network gatherings to support LEA grantees, other county offices, and various stakeholder groups by providing assistance and guidance in specific areas that include:

- Culturally-responsive curriculum and instruction
- Evidence-based professional learning pertaining to the implementation of the English Language Arts/English Language Development Framework
- Expanded learning programs
- Research-based, social-emotional learning approaches
- Multi-tiered systems of support
- Parent/guardian and community engagement



Evaluation

SCOE has created the **Literacy Action Plan template and rubric** for the sites/LEAs. Districts must use the template to create their plan. The rubric will be used to score/rate the plans. Districts' continued participation and funding is contingent on their plans meeting established criteria.

SCOE's **Center for Student Assessment and Program Accountability Department (C-SAPA)** will provide

formative and summative information to the program leads to determine areas for improvement and highlight program successes. Annual and program-end evaluation reports will compile quantitative and

qualitative data collected over the course of the program into a comprehensive analysis of participants' knowledge gains, the extent and effectiveness of program implementation, and early literacy strategies and practices with emerging success.

Reporting Requirements

SCOE will provide reports to CDE by July 30, October 30, January 30, and April 30 of each program year and include:



- Activities accomplished
- The impact of these activities
- The number of teachers, paraprofessionals, school leaders, school counselors, local educational agencies (LEAs), counties, and regions impacted by these activities

For More Information

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