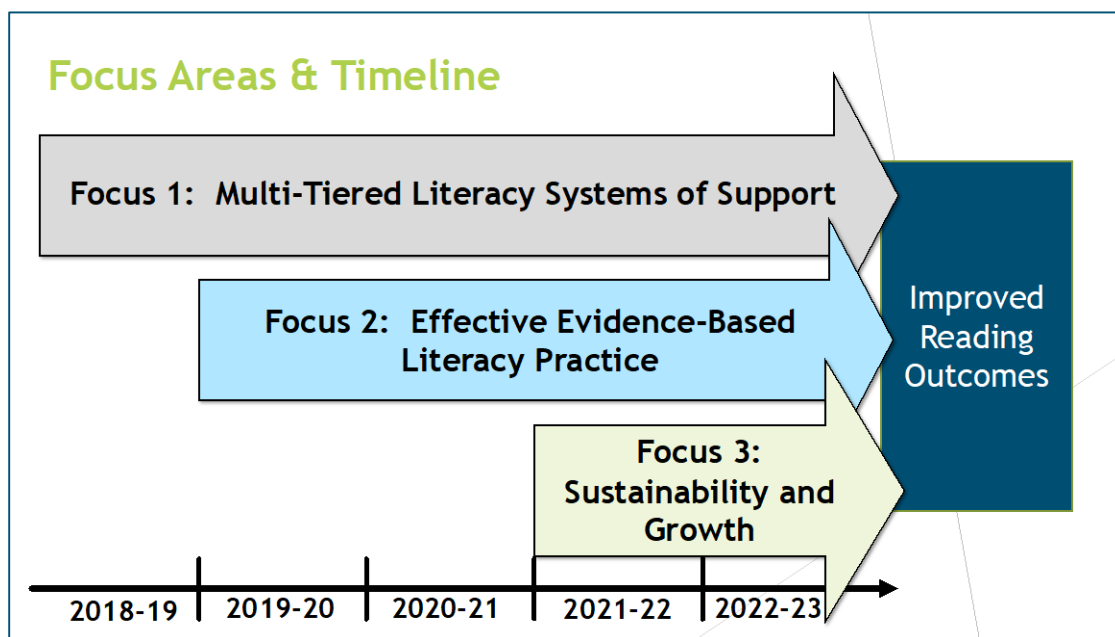




Overview

California's Adolescent Literacy Initiative (CALI Reads) is a five-year project to **improve literacy outcomes for adolescent students, especially students with disabilities**. It serves nine districts and district consortia across California who in collaboration with three school site administrators applied to participate. CALI Reads offers participating districts and their selected middle schools funding, support, and training through CALI Reads literacy coaching, professional development and systems support for teachers and administrators.

CALI Reads Focus Areas



CALI Reads Activities

Year 1 (2018–19): Building leadership teams, the Site Implementation Teams (SITs) and District Support Teams, and creating a culture of Collaborative Data Review.

Year 2 (2019–20): Continues with Year 1 activities and adds literacy and literacy intervention training and coaching, as well as family involvement.

Year 3 (2020–21): Continues with Year 1 and 2 activities. District encouraged to identify a fourth middle school site with district coach support to scale up project implementation.

Year 4 (2021–22): Continues with Year 1 through 3 activities. Site begin focus on Sustainability and Growth Plans. Districts' fourth site enters the project.

Year 5 (2022–23): Continues with Year 1 through 4 activities, while supporting scale up and sustainability.

Research and Professional Development Center

www.calireads.org • 1450 Technology Lane, Suite 200, Petaluma, CA 94954 • info@calireads.org

Napa County Office of Education

www.napacoe.org • 1212 Imola Avenue, Napa, CA 94559 • [@napacoe.org](https://twitter.com/napacoe.org)

Year 2 Participant Commitments

To support the goal of improving literacy outcomes, each CALI Reads school site should identify participants for the following four activities, each detailed below. Participants can be involved in one or more activities as long as they fit the specified role identified by CALI Reads (for example, content area teacher or special education teacher).

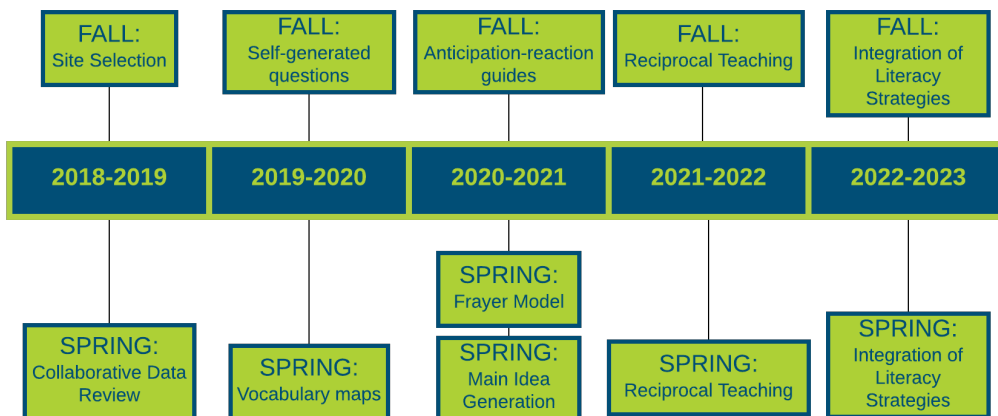
- *Literacy Training*
- *Site Implementation Teams*
- *Regional Workshops*
- *Family Workshop*

Literacy Training

Each site should identify a cadre of participants who agree to engage in training of evidence-based literacy practices through online modules. At least one site administrator should be included to support their role as an instructional leader.

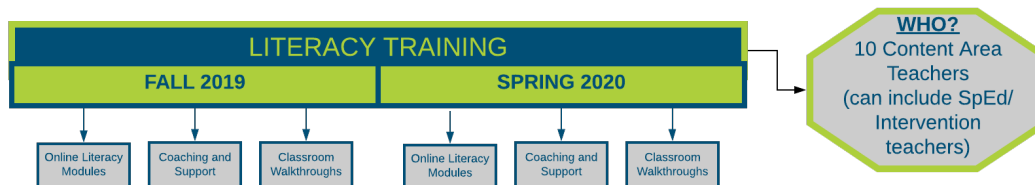
There will be a unique training focus each semester in Years 2 through 4 as outlined in the schedule below. In Year 2, participants include 10 content area teachers who will train on Self-Generated Questions and Vocabulary Maps.

Literacy Module Schedule



Literacy training will include the following three activities each semester, estimated to total 10 hours for each participant each semester.

1. Complete the online literacy module in the first month of the semester (1–2 hours to complete).
2. Participate in coaching and support with the CALI Reads Site Coach to develop lessons and refine practice (3–4 hours) in the second and third months.
3. Participate in classroom walkthroughs using digiCOACH to enhance fidelity of practice in the third and fourth months.
 - a. Use digiCOACH to self-rate on a lesson (30 minutes).
 - b. Collaborate with a peer to conduct a walkthrough (1–2-hours total).
 - c. Schedule a coach or administrator walkthrough (1 hour total).



Site Implementation Teams

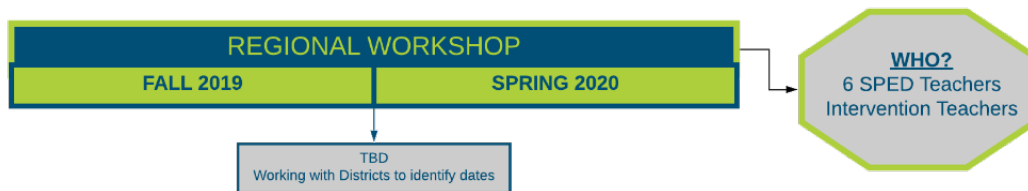
Site Implementation Teams (SITs) who are comprised of five members (including a site administrator) should continue to meet. SITs plan and monitor CALI Reads implementation in accordance with the Fidelity of Implementation (FIT) tool, communicate literacy goals and practices schoolwide, and identify areas of strength and need to support literacy outcomes schoolwide. Total estimated commitment is 10 hours for each participant annually. The SIT team will:

1. Meet on a monthly to quarterly basis.
2. Complete the FIT twice annually.
3. Collaborate with the CALI Reads Site Coach.
4. Site administrator also participates in triannual District Support Team meetings.

Regional Workshops

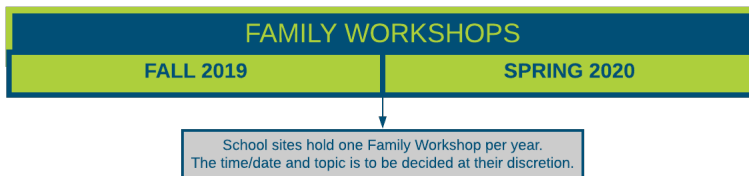
Each school site should identify up to six special education and/or Intervention teachers to attend the one-day Regional Workshop. In Year Two, the topic of the workshop will be on supporting effective intervention at the middle school.

The Regional Workshop will be hosted at the district office or suitable alternative location for all three of the district's (or district consortium's) participating school sites. Total estimated time is 8 hours for each participant annually.



Family Literacy Workshop

Family involvement in a student's education is a key factor in promoting student achievement and success. As part of project participation, each school site is asked to facilitate an annual Family Workshop focused on supporting home literacy and are encouraged to identify a site lead to plan and/or facilitate the event, such as a family literacy night. Schools site are free to select the literacy topic of the Family Workshop. CALI Reads provides \$500 per site to offset expenses, offers support through developed materials, and encourages collaboration with the CALI Reads Site Coach for event planning and facilitation. The time commitment is 4–5 hours per workshop.



revised August 15, 2019