

Ancillary Unit Annual Report
Ancillary Unit Annual Report: CRLP Region VII
July 1, 2012 – June 30, 2013

Purpose of Ancillary Unit

The California Reading and Literature Project (CRLP) serves the Fresno/Central Valley region by providing professional development in reading and language arts to educators at all levels, K–12. The project addresses the four goals of NCLB and CSMP including: Supporting the Development of Highly Qualified Teachers; Supporting Teachers of Students with Low Skills in Reading and Writing; Meeting School Needs for Technical Assistance; Supporting Teachers of English Learners; and Providing Leadership Development Opportunities.

Administrative Housing of Ancillary Unit

The Fresno/Central Valley region of the California Reading and Literature Project is administratively housed in the Kremen School of Education and Human Development. The regional director, Cheryl Caldera is a part-time Lecturer in the Department of Literacy and Early Education. CRLP has a part-time associate director, Jean Brletic and two part-time administrative assistants, Lupitea Green and Rod dela Concepcion. The primary investigator is Dr. Paul Beare, Dean of the Kremen School of Education and Human Development. Attached is a chart of the organizational structure of the project.

Major Accomplishments – YEAR 2 (2012-2013)	
<p><u>Advisory Board & Executive Director Recommendations:</u></p> <p>List all Advisory Board and/or Executive Director recommendations related to your 2012-13 ACF:</p>	<p><u>Response to Recommendations:</u></p> <p>Provide a brief description of how you addressed or are addressing the recommendations:</p>
<p>Part II A. Response to Recommendations for Year 2: <i>Funding Account</i></p>	<p>As a result of the dedicated effort of the Associate Dean, the funding account issue has been resolved. The trust account housed at CSU Fresno was designated for payment of the Director’s salary and benefits. When the funds are depleted in June 2013, the account will be closed. A Program Income Account was reestablished with CSU Fresno Foundation and revenue will be paid into that account from November 2012 forward.</p>
<p><i>Leadership Invitational Outreach for Bilingual programs</i></p>	<p>The ongoing Leadership Invitational offered by the region continued without interruption. The monthly invitational continues to support teacher leaders with the focus on literature, common core and signature programs. The SEBT Leadership team has continued to meet for lesson</p>

	study, collaboration and planning effective outreach. Fresno Unified has informed us that they will not be looking at any professional development not connected to Common Core Standards.
<i>Cycle of Investigation</i>	For a variety of reasons, the <i>Results Assessment Institute</i> contract with Parlier Unified School District did not continue after the initial assessments institute. The district experienced a financial crisis and further professional development for teachers was suspended. Data was no longer collected and the CRLP Cycle of Investigation could not be completed. A new Cycle of Investigation has been implemented in another district.
<i>Career and Technical Education</i>	Fresno County Office of Education, Regional Occupation Program is responsible for 7 – 12 Career and Technical Education. A contact has been made with the director and future meetings have been established to determine how CRLP can support ROP professional development.

Major Accomplishments – YEAR 2 (2012-2013)		
<u>Programs/Events/Activities Proposed (or in progress) for 2012-2013</u>	<u>CSMP and NCLB Goal(s)</u>	<u>Implementation Status & Analysis</u>
List all programs/ events/ activities you proposed in your 2012-13 ACF and include a <u>brief</u> descriptive summary of the activity, timeframe, and number of participant	List applicable CSMP and NCLB goals by number (See Appendix A for listing):	Indicate implementation status – implemented “as described,” “with modifications,” “not implemented,” or “new/different program” – followed by a short analysis that includes rationale for changes (if applicable), strengths and weaknesses, insights/lessons learned, and implications for future work. Include how it addressed CCSS, CCS, CCLSTS, CTE, academic literacy development (ELs and native English speakers), and Project/Site specific goals (if applicable).
B. Site Work Progress for Year 2 Implementation of Scope of Work 2012-2013 Implemented as Described <i>Regional Advisory Committee</i>	CSMP I, II, II and IV NCLB II, III and IV	On May 25, 2012 a Regional breakfast meeting convened 12 representatives of the Fresno/Central Valley Region to serve as an Advisory Committee. The members represent a cross section of principals, district administrators, CSUF faculty and business people. The agenda included an overview of CRLP and Fresno/Central Valley region. A survey was given to obtain suggestions and input to promote our effectiveness in providing professional development opportunities. The feedback was positive with one suggestion being the most mentioned, “provide an opportunity for administrators to hear about

		CRLP.” We take this suggestion seriously and will provide said opportunity in May of 2013. This body will serve as an influential voice in future planning and as a resource for contacts with new programs.
<i>Evaluation of the effectiveness of CRLP professional development on teacher content knowledge and student outcomes</i>	CSMP I - V NCLB I - III	The RESULTS Assessments online survey (Cycle of Investigation) with 45 Parlier K-3 teachers was not completed, as the district did not contract for follow-up days, as planned. The curriculum director offered that financial constraints prevented the district from proceeding. The CRLP teacher leader responsible for planning and scheduling has left the district. Contact will be made in 2013 to determine a desire to move forward. The Spanish to English Bilingual Transferability (SEBT) team (6 teachers) presented their action research findings to both the Advisory Committee and the Leadership Team. The data sharing was given positive feedback with others realizing the power of classroom action research. Region VII will continue to use this method of teacher evaluation with lesson study with RALLI and CALL.
<i>Frontloading English Language Instruction and Systematic English Language Development</i>	CSMP I – V NCLB I – IV	The CRLP partnerships with Fresno, Sanger, Woodlake and Parlier have reached full implementation. Over time, approximately 3,500 teachers have received this training. The leadership within each district will maintain the commitment to the language and literacy needs of student by continuing in-house training.
<i>A Developmental English Language Proficiency Test (ADEPT)</i>	CSMP I – IV NCLB I – IV	Region VII continues to support the use of ADEPT in Livingston Unified School District. The ADEPT trainer provides technical support and materials. Full implementation has been reached for the 45 teachers.
<i>Adult Book Clubs: Children’s Literature English and Spanish</i>	CSMP I, II and IV NCLB II, III	The partnership with the Arne Nixon Center for the Study of Children’s Literature and Petunia’s Place has flourished with the ever-increasing membership of the Children’s Literature Book Club, <i>Good Books, Good Friends</i> . The monthly meeting of between 15 – 25 participants represents a cross-section of teachers, writers, students and librarians. As well, the Spanish language and English language book clubs

		continue to support the focus on quality literature with a dedicated, diverse membership.
<i>Spanish to English Biliteracy Transferability (SEBT)</i>	CSMP I – V NCLB I - IV	The SEBT Teacher Leadership team (6) has meet on a monthly basis to build credibility and expertise in teaching using SEBT strategies. Regional districts with early/late-exit bilingual programs have been identified and will be invited to an informational meeting in May, 2013. The team has developed the capacity to present an open SEBT Institute in the summer of 2013.
<i>Administrative checks and balances</i>	CSMP I – V NCLB I - IV	The monthly meetings keep projects, programs, meetings and office procedures organized and completed in a timely manner. Lupe Green and Rod Dela Concepcion are invaluable members of our team.

Major Accomplishments – YEAR 2 (2012-2013)

CSMP Goal V: Assess the Impact of Professional Development

<u>Investigation/Inquiry Activities for 2012-2013</u>	<u>Implementation Status & Analysis</u>
<p>Describe the activities you proposed in the 2012-2013 ACF for each element of your Cycle of Investigation as well as for any additional inquiry/evaluation activities (if applicable). In your response:</p> <ul style="list-style-type: none"> • Attach your current logic model, with a description of your plan, including area(s) of focus, your specific research question(s), and proposed method(s) of investigation. • Provide a <i>brief</i> description (no more than 100 words) of the context and background of the program. • Provide an update on development of measurement tools, collection of data, and analysis of findings, as appropriate. • Provide a description of your preliminary and/or final findings (if applicable). 	<p>Describe progress towards implementing your Cycle of Investigation – research question, logic model, data collection and analysis, reporting and reflection, revising and/or new cycle – followed by a short analysis that includes rationale for changes (if applicable), strengths and weaknesses, insights/lessons learned, implications for future work, and a description of how you have or might report your findings. Include how it addressed CCSS, CCS, CCLSTS, CTE, academic literacy development (ELs and native English speakers), and Project/Site specific goals (if applicable).</p>
<p>Cycle of Investigation:</p> <p>The 2012-2013 Cycle of Investigation was begun with 75 K – 3rd grade teachers attending the Results Assessment Institute in Parlier Unified School District.</p>	<p>The COI was not completed as the district experienced a reduction in the funds for the professional development. Lesson learned...nothing is for sure!</p>
<p>A new Cycle of Investigation was instituted with RALLI in Kings Canyon Unified School District (refer to Logic Model 1 in the Appendix). 41 K – 3rd grade teachers completed the online pre-survey as a prerequisite. At the conclusion of the institute, all participants will complete the post-survey. Data will be collected and analyzed in order to answer the question of improved teacher effectiveness. It is too soon to expect</p>	<p>Region VII has taken the first step towards implementing the proposed Cycle of Investigation. A strength of our method was the online availability of the survey. We had a 100% return from participants. We realize we need help in interpreting the findings. We will replicate the process in future RALLI offerings. The questions in the RALLI survey have a correlation to the knowledge a teacher will need to develop in order to be effectively implement the CCSS, CCS, CCLSTS, and meet the needs of students in developing academic literacy and improve the academic achievement of long term English learners.</p>

<p>to see an effect on student achievement.</p> <p>34% of the Kings Canyon Unified K-3 teachers have previously attended a CRLP professional development and have knowledge of some components of RALLI (language functions, providing background information, providing opportunities for oral discourse, and knowledge of grammatical structures). The pre-survey showed a high percentage of agree and strongly agree (81% - 63%) indicating prior knowledge. The post-survey showed a decrease of agree and strongly agree (53% - 41%) indicating an increased awareness of what/how they need to be implementing in order to increase their teaching effectiveness. On questions 1 – 10 a growth of 9% to 34% in teachers responding agree and strongly agree from pre-survey to post-survey in was realized, indicating that teachers developed an increased awareness of effective instructional strategies. We will contact SRI to assist in a deeper analysis and understanding of the data. Teacher comments concurred with our concerns for ongoing support, “Will I get better at developing these lessons? I wouldn’t want to do this on my own all the time?” “ I want to work in grade level groups to improve my lesson planning and delivery.”</p>	<p>As we reflect on RALLI the data from the survey will serve to guide decisions about the needs during technical assistance to ensure teachers develop the skills and strategies to improve effectiveness and student achievement. As a conclusion to RALLI, we asked teachers to share lesson implementation with the group. From the presentations we were able to determine areas of confusion. Ongoing technical assistance will address the findings. Guided lesson planning and lesson study are imperative to increasing understanding to improve teacher effectiveness and to ensure students are meeting the standards. The lesson observation tools being developed by CRLP will serve as a tool for observation and feedback for the KCUSD leadership team. We know this is effective professional development, as evidenced by the teacher feedback on the evaluations at the closing of each day, “I understand how powerful a tool this will be for my students.” Our challenge will be to provide a sufficient amount of quality technical assistance.</p>
<p>Additional Inquiry Activities (if applicable):</p> <p>Action research will be conducted with the RALLI Leadership Teams in Kings Canyon and Parlier Unified School Districts.</p>	<p>The focus on CCCSS assessments will guide the research questions for the results of RALLI lessons. <i>Reframing Teacher Leadership</i> will guide the inquiry process. Making sure we have the capacity to support the ongoing technical assistance is our challenge. Helping principals and district personnel realize the magnitude of the challenge will be our task. Teachers must be provided the time to collaborate and conduct lesson study. Quality leadership is essential. Regional leadership institutes will focus on supporting this shift in meeting new standards assessments.</p>

Sources, Funds and Amounts of Support

The California Reading and Literature Project has three sources of revenue; the Fresno Foundation manages both of the grants, CSMP and NCLB. CSU Fresno manages the Trust Account (Program Income).

Federal Funds – No Child Left Behind (NCLB 8) \$56,133.50

State Funds – California Subject Matter Projects (CSMP) \$29,566.50

Fee for services – Trust Account (Program Income) \$42,000

The total for this period is, \$127,700.

Attached are the financial statements for all three funding sources.

Space and Equipment Utilization

The regional office is located in the Education Building room ED 236, which is shared with the San Joaquin Writing Project. It utilizes a telephone/internet and fax connection, the use of office space, and some office furniture as an in-kind contribution from KSOEHD. The project has purchased its own computers, fax machine/printers, and some office furniture. KSOEHD contributes the use of classrooms and meeting rooms, as well as, the use of the LEE department copy machine.

Goals and Objectives – YEAR 3 (2013-2014)				
Proposed Program/Event Activities for July 1, 2013- June 30, 2014	CSMP and NCLB Goal(s)	Projected Timeline and Intensity (Hours)	Estimated Number of Participants	Evaluation Method & Evidence of Impact
List and describe the activities you propose to conduct in 2013-14. Include in your description, rationale, and how these activities have been informed by your analysis described in your Progress Report. Also explain how these activities address the CCSS, CCS, CCLSTS, CTE, academic language and literacy development in your subject area (ELLs and native English speakers), and Project/Site specific goals (as appropriate).	List applicable CSMP and NCLB goals by number (See Appendix A for listing):			
Part III Proposed Scope of Work for Year 3 Continuing: Technical Assistance for signature programs: <i>Frontloading for English Language Instruction,</i>	CSMP I – V NCLB I – IV	July 2013 – June 2014	75 -200	Attendance/ district evaluations

<p><i>Systematic English Language Development, ADEPT, and Verso, Perla, Pluma y Flor.</i> Region VII will continue to support the implementation of these programs by ordering materials and providing teacher leader access upon the request of our partnership districts and schools. The capacity to sustain implementation exists within each partnership.</p>				
<p><i>Spanish to English Biliteracy Transferability (SEBT)</i> An open institute will be offered in the Summer and Fall of 2013. The 12 regional districts will be contacted, an administrative overview presented and participants contacted. Connections to the new standards and Career and Technical Education will be made during the institute.</p>	<p>CSMP I – V NCLB I – III CCCSS CCS ELD Standards</p>	<p>August 2013 – May 2014</p>	<p>30</p>	<p>Action research and lesson study</p>
<p><i>Adult Book Clubs – English and Spanish</i> The level of support for the English and Spanish book clubs will remain the same.</p>	<p>CSMP II, IV NCLB II Community PR</p>	<p>July 2013 – June 2014</p>	<p>20 – 30</p>	<p>Attendance</p>
<p>Expanding: <i>Adult Children’s Literature Book Club</i> The focus of the children’s literature book club, <i>Good Books, Good Friends</i> will shift to an emphasis on reading complex text to meet the CCCSS requirements for ELD and ELA. Monthly group discussions will continue. In addition, workshops will be scheduled for action research and lesson study. Our teacher and librarian members have expressed an interest in this</p>	<p>CSMP I - V NCLB I – III CCCSS CCS ELD Standards</p>	<p>July 2013 – Jun3 2014</p>	<p>20 – 30</p>	<p>Discussion, action research and lesson study</p>

<p>shift, as they want an opportunity to understand, discuss and practice the expectations of the new standards.</p>				
<p><i>Results, Academic Language and Literacy Institute (RALLI)</i> Kings Canyon Unified will be in the second year of the 3-year grant. CRLP will continue to support the grant with RALLI. The next steps include:</p> <ol style="list-style-type: none"> 1. Cohort 2, RALLI for the curriculum and instruction network. We will encourage the district to include middle school personnel for the purpose of building a base for future CALL institutes. 2. Cohort 3, RALLI to include additional K-3 teachers. 3. An administrative strand to include foundational research, the TATT, RALLI components and core routines. An observation and feedback component will be addressed, as will connections to the common core, and ELD standards. 4. On-going grade level collaboration to include lesson study, readings and reflections, assessment, and connections to CCCSS and the ELD standards. Leadership team members will facilitate. 	<p>CSMP I - V NCLB I – III CCCSS CCS ELD Standards CTE CCLSTS</p>	<p>May – June 2013</p> <p>August – December 2013</p> <p>May – June 2015</p> <p>March 2013 – June 2015</p>	<p>15</p> <p>25</p> <p>25</p> <p>65 -75</p>	<p>RALLI and CALL pre/post surveys, CST, CCCSS Language arts assessments in listening, speaking, reading and writing, student work and student grades, CCCSS content area assessments</p>

<p>5. Capacity building for Content Academic Language and Literacy. The district superintendent has expressed a desire for the district to move forward with an initiative for RALLI and CALL, district wide. The implementation model for RALLI will be replicated for CALL.</p> <p>The level of support for KCUSD will include additional time from the CRLP director and co-director. The CRLP budget and the contract with KCUSD will fund the additional support. Capacity building within the district will be an integral priority.</p>		<p>May 2013 – June 2015</p>	<p>25</p>	
<p><i>Leadership Invitational</i> To continue to address the site goal of increasing capacity, Region VII will expand the cadre of RALLI teacher leaders to include a selected group from Kings Canyon and Parlier Unified. The invitational will focus on foundational research including <i>Focus and Refraining Teacher Leadership</i>, guided lesson planning, observation and feedback, lesson study (with an emphasis on student work as evidence), connections to standards (common core, including ELA and ELD), and text complexity. CRLP will provide professional development in the area of presenting and presentation skills to increase the cadre of district and regional presenters</p>	<p>CSMP I - V NCLB I – III CCCSS CCS ELD Standards CTE CCLSTS</p>	<p>May 2013 – June 2015</p>	<p>25</p>	<p>Action research and lesson study</p>

for RALLI and CALL.				
<p><i>Open RALLI and CALL Institutes</i></p> <p>Open Institutes will be provided during the summer so that small districts may send groups of teachers to participate. Also, individual teachers with an interest can attend and then recommend the training to their district administrators. These trainings help teachers plan and deliver lessons that support their students as they access the increasingly difficult grade level text expected in the CCSS.</p>	<p>CSMP I - V NCLB I – III CCCSS CCS ELD Standards CTE CCLSTS</p>	<p>Summer 2013 – Summer 2014</p>	45	<p>RALLI and CALL pre/post surveys</p>
<p><i>Outreach to increase partnerships with additional districts and schools</i></p> <p>In the RFP needs assessments, a cadre of schools geographically near Kings Canyon Unified, were identified as having similar needs as KCUSD and Parlier (high EL population and long term ELs). Cutler-Orosi, Dinuba, Woodlake, Sanger, Kings River Union, Clay and Traver represent both small and one-school districts. The director and co-director will dedicate time and energy to recruit their participation in RALLI and CALL professional development offerings. With the opportunity for others to see classroom models in Kings Canyon Unified, we have an opportunity to build a strong Region VII cohort. The connection with the Fresno County Office of Education</p>	<p>CSMP I - V NCLB I – III CCCSS CCS ELD Standards CTE CCLSTS</p>	<p>May 2013 – June 2014</p>	15	<p>Attendance, feedback and contracts</p>

will be high priority.				
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Goals and Objectives – YEAR 3 (2013-2014)		
CSMP Goal V: Assess the Impact of Professional Development		
<u>Proposed Investigation Activities for 2013-2014</u>	<u>Projected Timeline</u>	<u>Evidence of Impact & Reporting</u>
<p>List and describe each aspect of your Cycle of Investigation as well as any other inquiry/evaluation activities you propose to conduct in 2013-14. Include a new or updated Logic Model, the next steps and focus of your investigation activities and explain how these activities address the CCSS, CCS, CCLSTS, CTE, academic literacy development (ELLs and native English speakers), and Project/Site specific goals (as appropriate). Also include a description of the data collection, data analysis, and reporting activities you hope to complete.</p>		<p>Based on your work to date, describe what evidence you hope to have and how you propose to report your findings.</p>
<p>Cycle of Investigation: Region VII will continue to use the RALLI pre/post survey as the assessment tool in Kings Canyon Unified. Logic Model #2 illustrates the expansion of ongoing support for Kings Canyon Unified.</p>	<p>May 2013 – June 2014</p>	<p>The results of the pre/post survey will be analyzed at the end of RALLI in both Kings Canyon Unified (March 8, 2013) and Parlier Unified (June 14, 2013). The findings will be reported to district administrators and used as evidence of effectiveness during contacts with potential partnership school and districts. The findings will also be reported to CSMP.</p>
<p>The RALLI scheduled to begin in March of 2013 with the 20, K – 6th grade teachers at John Martinez Elementary in Parlier will follow this model.</p>	<p>March 2013 – June 2014</p>	
<p>Additional Inquiry Activities (if applicable): Grade level collaborations and lesson study will generate informal data based on student outcomes</p>	<p>May 2013 – June 2014</p>	<p>Region VII will work closely with the assessment and evaluation departments of both Kings Canyon and Parlier Unified to determine the effect of RALLI on student achievement. 2013 CST test</p>

from each lesson. Lesson study will generate anecdotal records that can be use to inform instructional needs.		scores will be the baseline. The 2014 scores will be analyzes for impact. As lesson study and teacher collaboration begins we will use student work to monitor achievement.
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Organizational Chart

Director Cheryl Caldera Co-Director Jean Brletic	UCOP Co-Directors Clarisa Rojas Deborah Costa-Hernandez
University Dr. Paul Beare Dr. Jim Marshal Dr. Glenn DeVoogd	Partnerships Kings Canyon Unified School District Fresno Unified School District Sanger Unified School District Parlier Unified School District John C. Martinez Elementary, Parlier
LEBSE Department Dr. Teresa Huerta Dr. Laura Alamillo Dr. Jyothi Bathina Dr. Imelda Basurto Stanley Lucero	Signature Programs: Teacher Leaders ADEPT: Marcie, Judy Adult Book Clubs: Spanish-Rogelio; English-Glenn; Children's: Judy Frontloading: Jean, Sheryl, Marisa SELD: Josie, Marisa SEBT: Rogelio, Josie B., Patricia RALLI: Cheryl, Marcie CALL: Cristina, Brad, Jean

Request for Renewal

The Fresno/Central Valley region (Region VII) of the California Reading and Literature Project requests the unit be renewed for 2013 – 2014.

Appendix

A. The unit's financial statement prepared by the California State University, Fresno Foundation.