



**Families Leading
Literacy Advocacy**



VISION & MISSION

We envision a day when all schools prepare every child regardless of skin color, family income, home language, or neighborhood to succeed in our rapidly evolving world.

GO Public Schools **amplifies the work of families and their champions** – educators, school leaders, community members, elected and appointed officials – to promote and **advocate for the equitable public education** of underserved students in California communities. Together, we hold systems and leaders accountable for the outcomes they create for students.

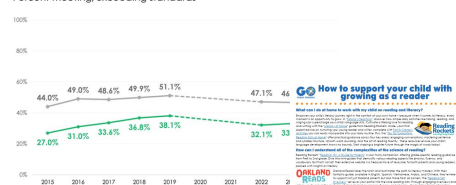
GO Public Schools Literacy Journey

Building knowledge to authentically empower families to lead

- **Listening campaign** to hear family voices and concerns.
- Development of family-friendly **data reports**, examining literacy progress and highlighting equity gaps.
- Multi-year **literacy learning series**, containing bilingual workshops and resources, to establish a solid foundation and shared understanding.

<https://gopublicschools.org/literacy/>

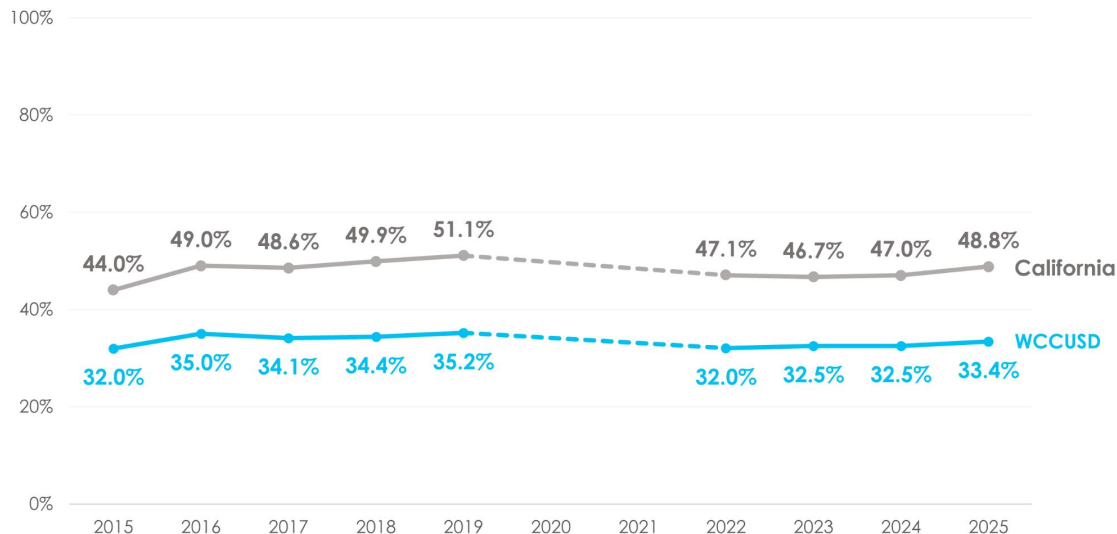
ELA SBAC Results Over Time
Percent meeting/exceeding standards



Takeaways: Parents are experts in their children's needs and are their strongest advocates. Providing actionable data, and translating complex educational information into accessible language, gives families knowledge and tools they can use to confidently advocate for their children, and all of our children. Parents and leaders need to know that this is not a parent problem or a student problem, but a **system problem**.

WCC Case Study: A Decade of Stagnant Literacy Outcomes

ELA SBAC Results Over Time
Percent meeting/exceeding standards



Notes: Dashed lines represent years without statewide testing, due to COVID interruptions.
Source: <https://caaspp-elpac.ets.org>

ENGLISH LANGUAGE ARTS INSTRUCTION: BALANCED LITERACY THROUGH THE WORKSHOP MODEL

The Balanced Approach to Literacy provides authentic opportunities for all students to learn, practice, and apply the skills they need to become fully literate individuals, capable of lifelong learning.

Why a Balanced Approach to Literacy?

The Common Core Standards describe a literate graduate as someone who:

- Demonstrates independence
- Builds strong content knowledge
- Responds to varying demands of the audience, task, purpose, and discipline
- Comprehends as well as critiques
- Values evidence
- Uses technology and digital technology strategically and capably
- Understands other perspectives and cultures

Meeting this ambitious vision requires a shift in literacy instruction and curriculum. Activity-based instruction of isolated skills from a scripted teacher's manual is not sufficient.

wccusd.net screenshot October 2025

Community-Led Committees

From Knowledge to Advocacy

- Formation of **Community-Led Committees (CLC)**, bringing together parents, educators, community members, to advocate for change.
- CLCs combine leadership skill building with real-time advocacy campaign work.
- Campaigns are selected and led by families/CLC.



Takeaways:

*Our role is not to lead the change, but to **support and amplify** the work of our families and community members so they can be most effective in making the changes they want to see.*

GO Campaign Framework: Reading Difficulties Risk Screener



Board Action- May 2025



WIN!: The district's revised plan incorporated many of the CLC's recommendations!

Takeaways: *Parent voices are powerful.* While a public action, such as speaking out at board meeting, is the most visible tactic, behind-the-scenes work, such as one-on-one meetings, coalition outreach, and knowledge-sharing is just as essential to achieve a meaningful policy win.

Holding Systems Accountable

- It's vital to **center families' experiences** in this phase– are THEY seeing changes?
 - Are families engaged as true partners with the screener and next steps, or only notified in a one-way manner?
 - What differences have they seen in instruction, services offered, or outcomes?
 - What needs should drive next actions and campaigns?

Takeaways: After a “win,” very important work remains– monitoring implementation to hold systems accountable. Keeping **families at the center of this work**– identifying problems and advocating for solutions– is key.



COMMUNITY LEADERSHIP SPOTLIGHT

"Once my daughter began kindergarten I knew I wanted to support her education as well as her school... I decided to join the Parents as Leaders program. This series of mini workshops helped me understand the inner workings of WCCUSD. **The leadership program really helped me focus my passion to add that little grain of sand to make the world a better place.** In addition, GO has opened the door to advocacy and given me the support to keep going. Its not an easy road, but its nice to know you have people on your side to guide, teach and to support you. Currently, I am on the CLC, working together with other Community Advocates and GO Public Schools."

- Karla, FLP Graduate & Chair of
GO's Literacy Community-Led Committee,



Karla pictured here on an expert panel at a literacy conference speaking on the power of parent advocacy.

Thank you!

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