

Early Literacy Support Block Grant 2022–23 Year-to-Date Expenditure Signature Form

Educator Excellence and Equity Division
California Department of Education

Local Educational Agency: Lodi Unified School District

Implementation Year 2 (2022–23) Grant Reporting Period:

- ☐ Quarter 1 (July 1, 2022 – September 30, 2022) Report Due October 31, 2022
- ☐ Quarter 2 (October 1, 2022 – December 31, 2022) Report Due January 31, 2023
- ☐ Quarter 3 (January 1, 2023 – March 31, 2023) Report Due April 28, 2023
- ☒ Quarter 4 (April 1, 2023 – June 30, 2023) Report Due July 31, 2023

Budget Revision Request:

A Budget Revision Request Form must be submitted if current planned expenditures exceed 10 percent on any line item. A Budget Revision must be submitted to request carryover of unspent funds. Is a budget revision needed at this time?

☒ Yes ☐ No

Please submit a signed copy of this Signature Form, along with a completed Grant Expenditure Form (Excel file) to ELSBGrant@cde.ca.gov.

By signing below, you acknowledge you have reviewed the information entered into this Signature Form and the Grant Expenditure Form (attached). By signing below, you acknowledge the data contained in this report is true and accurate, to the best of your knowledge and that any program results are supported by documented deliverables (i.e. professional development/products) on file at the local educational agency.

Grant Project Coordinator Name: Rafael Ceja

Grant Project Coordinator Signature: 

Date Signed (if not included in electronic signature): 07/27/2023

Fiscal Agent Name: April Juarez

Fiscal Agent Signature:  

07/27/2023

Date Signed (if not included in electronic signature): 07/27/2023

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Lodi Unified School District

Program Lead: Alberto Velarde

Email/Phone: avelarde@lodiUSD.net

(209) 331 7444

Fiscal Lead: Leonard Kahn

Email/Phone: lhahn@lodiUSD.net

(209) 331-7121

Eligible Participating School(s):

1. Victor Elementary School	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

Background: Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

Directions: For Implementation Year 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Section I: Annual ELSB Report Requirements

Requirement: By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

- ☒ The school site council at each eligible school

(List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: Victor Elementary School 9/29/2022 and 5/11/2023)

- ☒ The governing board or body of the LEA
(Provide the date of the governing board meeting: June 13,2023)

- ☒ Publicly posted on the LEA's website, which may be found at the following URL:

(Provide URL here: <https://www.lodiusd.net/district/departments/business-services>)

Section II: How ELSB Funds Were Spent in Year Two

Directions: Please use the check boxes to note which of the following categories the LEA expended ELSB grant funds on and list which school sites used funds for those purposes:

- ☒ **Category 1.** Access to high-quality literacy teaching, including which of the following:

☒ Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

Please enter relevant school sites: Victor Elementary School

☐ Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites: Victor Elementary School

☐ Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.

Please enter relevant school sites: Victor Elementary School

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

☒ Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education (SBE) pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

Please enter relevant school sites: Victor Elementary School

Comments (optional): The Victor Elementary School had two literacy coaches for the 2022-2023 school year. One coach was funded by ELSB and provided instruction and support for SIPPS. The other coach, funded by LODI USD, focused on evidence-based literacy instruction using the SIPPS program. Additionally, the school district provided professional development to address students' culturally responsive social-emotional needs.

☒ **Category 2:** Support for literacy learning, including which of the following:

☐ Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Please enter relevant school sites: Victor Elementary School.

☐ Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments. *

Please enter relevant school sites: Victor Elementary School

Comments (optional): The Lodi Unified School District (LODI USD) purchased literacy curriculum resources and instructional materials that align with English language arts content standards and the curriculum framework adopted by the ELSB. The school district also allotted funds for an external literacy coach to Victor School to provide SIPPS professional development for staff on the effective use of these materials. Moreover, LODI USD acquired diagnostic assessment tools such as iRead Reading and DIBELS to aid in assessing student needs and progress and provided training for school staff on how to use these tools.

☒ **Category 3.** Pupil supports, including which of the following:

☐ Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.

Please enter relevant school sites: Victor Elementary School

☐ Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Please enter relevant school sites: Victor Elementary School

☐ Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school.

Please enter relevant school sites: Victor Elementary School

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

☐ Strategies to implement research-based social-emotional learning approaches, including restorative justice.

Please enter relevant school sites: Victor Elementary School

☐ Expanded access to the school library.

Please enter relevant school sites: Victor Elementary School

Comments (optional): The Lodi Unified School District used its funds to offer extended learning programs like after-school and summer school to enhance students' access to literacy instruction. The Lodi USD and Victor School, Title I funds, allowed students to join extended school programs. Additionally, students who arrived early had access to their assigned academic support classrooms before regular classes started and received breakfast. The Lodi USD has provided funding for a curriculum that focuses on social and emotional learning. Additionally, there are positive behavior interventions (PBIS) and staff development strategies in place to improve the school environment. These strategies aim to foster student connections, improve attendance, and reduce suspension rates, ultimately resulting in more time spent in school for students. During the school year of 2022-2023, a librarian technician was accessible three times a week, including before and after school hours. The funding for this service was provided by Lodi USD and the Victor Elementary School Title I funds.

☒ **Category 4.** Family and community supports, including which of the following:

☐ Development of trauma-informed practices and supports for pupils and families.

Please enter relevant school sites: Victor Elementary School

☐ Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Victor Elementary School

☐ Strategies to implement multitiered systems of support and the response to intervention approach.

Please enter relevant school sites: Victor Elementary School

☐ Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

Please enter relevant school sites: Victor Elementary School

☐ Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

Please enter relevant school sites: Victor Elementary School

Comments (optional): The Lodi Unified School district provided funding for a mental health clinician available once a week and a school counselor available twice a week. These professionals offered support to students who require counseling and mental health assistance. The school's mental health team met

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

regularly, including the clinician, counselor, psychologist, and other staff members. They reviewed student progress and provided support within the multi-tiered system. Lodi USD funded these staff members. The Title I and English Language committee at Victor Elementary School held regular meetings to review students' academic progress. They also encouraged parents to create a literacy-friendly environment at home. Parents and the community are encouraged to participate in their children's literacy development at Victor Elementary School. The school provided various opportunities for engagement and communication to ensure that parents are equipped to address their children's literacy needs.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section.

1. **What supports have the LEA provided to eligible participating school sites?**

At Victor School, the Lodi Unified School District has hired an external literacy coach to support K-3rd grade teachers. The coach has been working closely with our K-3 staff throughout the year, providing valuable training in SIPPS, demonstrating lessons, and offering individual teacher support. Additionally, she has given guidance on evaluating data, specifically DIBELS, and planning and delivering effective instruction. The school district has also provided funding for a new curriculum, iReady Reading, and professional development for staff to focus on early literacy best practices and data assessment.

2. **How have the supports impacted the goals noted in the school sites' Literacy Action Plan?**

The reading proficiency of kindergarten to third-grade students at Victor School has significantly improved from 38% at the start of the academic year (BOY) to 76% by the end of the year (EOY). This is based on the results obtained from DIBELS (K-2) and iREADY Reading results (for third grade).

3. **What changes in support are needed as the school sites enter into year three of the grant, if any?**

In the academic year 2023-2024, the school district has committed to enhancing the early literacy proficiency of K-3rd-grade students. There is a need to continue for all K-3 teachers to receive ongoing training and support from a district area coach. Additionally, there is a need to continue with an external coach/consultant (CORE) to provide professional development and guidance on early literacy. Teachers at Victor School can utilize SIPPS materials and DIBELS software assessment tools to monitor and evaluate their students' early literacy progress.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions. Please copy and past the questions for LEAs with more than three school sites.

Eligible Participating School #1: Select to enter text.

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction 1. Site/LEA practices or issues 2. Evidence-based rigorous goal	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved” 1. Align action items to the goal 2. Design to impact literacy outcomes 3. Write as SMART goal	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: 1. Tool/Metric 2. Intervals 3. Monitoring and adjusting
2.1 K-3 teachers at Victor School received professional development training for SIPPS, a program designed to improve students' phonemic awareness and literacy skills. The training was led by	After analyzing the CASSPP 3rd grade SBAC results for 2021-2022, it was discovered that only 22.73% of students met or exceeded the ELA standards. As a result, our K-3rd key stakeholders	Measure: 1 Composite Score Performance Measurement for two school years. : Levels Level Filter: All Levels https://drive.google.com/file/d/1xAXaI4wnGvaG9bQ8JWAocRsGWkiYjXyW/view?usp=drive_link	The goal is to continue to enhance our phonemic awareness teaching by giving clear instructions in phonics, as evaluated by DIBELS and I-Ready Reading (for 3 rd grade) assessments in	We will assess students' reading progress three times a school year using the DIBELS and I-Read assessments. Kindergarten through 3rd-grade teachers and school

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

a school district coach and an external coach, who conducted six sessions throughout the school year. Additionally, K-3rd grade teachers attended SCOE team training sessions. Our school, SCOE, and an external coach from LEA provided coaching services and professional development training to ensure the success of this program.	acknowledged the necessity of effective SIPPS instruction to target the 77% of third-grade students who were below the grade level in reading. Additionally, at the beginning of the school year (BOY), DIBELS assessments were evaluated, along with iReady Reading results for third-grade students. These assessments demonstrated that 62% of kindergarten through third-grade students scored below the reading benchmarks and reading proficiency levels. Measure: Decoding (NWF-WRC) Performance Measurement: Levels Level Filter: All Levels	Measure 2: Composite Score Performance Measurement: Levels Level Filter: All Levels: https://drive.google.com/file/d/1iOqSRM89hw8Uy4P398D_QfhcoeE45rD/view?usp=sharing Measure 3: Phonemic Awareness (PSF) Performance Measurement: Levels Level Filter: All Levels https://drive.google.com/file/d/1FUArTcChtXxQuYyFdWaWZSXoa4oFel/view?usp=sharing I-Ready Read Report Group 3rd Gd Home - Solari - 0-159_S9301 Comparison Diagnostic #3 (EOY): https://drive.google.com/file/d/180aYJ5yl7byVtp24Nws	January (MOY) and May 2024 (EOY)	administrators will be responsible for overseeing and tracking progress.
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Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

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3. Create a structured approach to evaluate and prepare for fundamental skills that will assist in formulating strategies to improve students' reading progress..	To improve teaching SIPPS and other reading strategies and pinpoint the strengths and weaknesses of students, school teachers and administrators will collaborate with the reading coach and consultant. This process entails evaluating the progress of students' reading skills, analyzing data, and creating an action plan based on the results	Ongoing assessment and adjustment to instruction is needed to improve student outcomes Copy Victor Root Cause Analysis Copy of Needs Assessment Note Catcher	Our objective is to review and utilize comprehensive data and assessment tools to determine students' strengths and academic needs in K-3rd grade. By October 2023, the focus will be to create an action plan for developing foundational skills, which may involve providing support during and after school and extra intervention for students who require it. To accomplish this goal, we will administer DIBELS assessments at the beginning, middle, and end of the year and iReady Reading assessments at the end of each grading period. Accurately	Victor School has designated teacher collaboration days to analyze student data and plan the next steps. The school administrators hold three data conferences with teachers per year to set early literacy class goals and develop action plans for students who need support. Furthermore, teachers will meet with parents three times a year to review students' progress reports. Collaboration Dates: 8/4/, 9/15/, 10/25/21, 11/8, 12/6/ 1/17, 2/8, 3/6, 4/10/ and 5/8/. ELSB Victor and District Instructional Calendar pdf.:

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

			measuring our students' abilities in these areas is crucial to providing them with the necessary resources for success. We will collaborate closely with parents, a SIPPS coach/consultant, and other stakeholders to ensure our students receive the best possible early literacy education program.	https://drive.google.com/file/d/1bfp1hU5pMT7ry0p2o-4r0z1Ws6-NhDcP/view?usp=sharing
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2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant. Throughout the 2022-23 academic year, the school district provided K-3rd grade teachers with professional development opportunities. LEA assigned a literary coach and a consultant coach from CORE to provide SIPPS training and continuous support. Additionally, school administrators attended professional development sessions to learn about the best teaching practices in early literacy and how to implement them effectively. The Lodi Unified School District (LEA) has implemented measures to assist students who require social and emotional support. A counselor has been assigned to Victor School part-time, and a mental health clinician has been working with tier-three students, providing counseling and therapy as required. LEA has also provided professional development on positive behavior systems (PBIS), which has resulted in zero suspensions during the 2022-2023 school year.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

The LEA and school site evaluate student progress and growth using DIBELS for K-2nd grade, and CAASPP ELA results for third grade. These metrics are tailored to assess the progress of k-3 grade students.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

- Benchmark results, kindergarten students at Victor School have increased from 35 % (2021-22) to 100% (2022-23). This is higher than the school district average of 56% (2022-23) for all Kindergarten grade students.
- Based on DIBELS Results: at Benchmark or Above Benchmark results, first grade students at Victor School have increased from 56 % (2021-22) to 71% (2022-23). This is higher than the school district average of 60% (2022-23) for all first-grade students.
- Based on DIBELS Results: at Benchmark or Above Benchmark results, second grade students at Victor School have decreased from 76 % (2021-22) to 66% (2022-23). This is higher than the school district average of 59% (2022-23) for all second-grade students.
- Based on Results on CAASPP at Proficient or Above Advanced on ELA results, third grade students at Victor School have increased from 22 % (2021-22) to 60% (2022-23). This is higher than the school district average of 34% (2022-23) for all third -grade students.

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

In order to reach our literacy objective, we utilized essential metric tools to keep us on track and moving forward. These metrics evaluated phonemic awareness, both basic and advanced phonics, word attack, precise and fluency reading, and reading comprehension. The DEBILS metric helped us identify the areas where students excelled and struggled, allowing us to concentrate on teaching and guiding them towards improvement as readers.

5. What changes are needed, if any, as the school site enters into year three?

To ensure success for the upcoming school year (2023-2024), we must prioritize professional development and use effective teaching strategies to address student reading deficiencies. Creating actionable plans (extended day) to support students with these reading challenges is also crucial.

Early Literacy Support Block Grant Annual Report
Implementation Year 2: 2022–23

Early Literacy Support Block Grant Annual Report
Implementation Year 2: 2022–23