

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Hayward Unified School District

Program Lead: **Dr. Lisa Davies**

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Fiscal Lead: **Mr. Allan Garde**

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Eligible Participating School(s):

1. Faith Ringgold 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

Faith Ringgold Elementary School-May 11, 2023

The governing board or body of the LEA

Will be included in the agenda for August 23, 2023

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

Will be posted after board approval on August 23, 2023

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: Faith Ringgold-Literacy Para Educator, part-time Literacy TOSA

Development of strategies to provide culturally responsive curriculum and instruction-Literacy

Please enter relevant school sites: Faith Ringgold

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: Faith Ringgold-Literacy, Science of Reading

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: Faith Ringgold-ELA Literacy, Science of Reading

Comments (optional): Select to enter text.

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: Faith Ringgold-SIPPS

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: Faith Ringgold-FastBridge Universal Screener

Comments (optional): Select to enter text.

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: Faith Ringgold-YEP

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

Please enter relevant school sites: Faith Ringgold-Free breakfast and lunch at the site

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: Faith Ringgold

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

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Please enter relevant school sites: Faith Ringgold-restorative practices and socio-emotional approaches are used at the school site

Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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: Faith Ringgold

Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Faith Ringgold

Strategies to implement multi tiered systems of support and the response to intervention approach.

Please enter relevant school sites: Faith Ringgold

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

Please enter relevant school sites: Faith Ringgold-parent nights, parent committees

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: Faith Ringgold-newsletters, announcements

Comments (optional): Select to enter text.

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?
Faith Ringgold was provided support by assigning the district literacy administrators and teachers on special assignment to support the site principal in monitoring the site's success in reaching the goals of the site plan. The principal participated in monthly leadership and literacy learning throughout the school year.
2. How has the support impacted the goals noted in the school sites' Literacy Action Plan?
The focus on all of the needs of students, whole child support through socio emotional, and literacy supports have supported the site in moving towards reaching their literacy goals. The teachers engaged in the district training on literacy including the implementation of the universal screener, arts and science literacy integration, and best practices for teaching reading.
3. What changes in support are needed as the school sites enter into year three of the grant, if any?
The site has hired a literacy teacher on special assignment to work closely with the literacy para educator to support the site literacy efforts in the final year of the grant. The teacher training will be ongoing and will support the implementation of the SIPPS intervention. The principal and school district literacy administrator will meet regularly to optimize site literacy development.

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 paste the questions for LEAs with more than three school sites.

Eligible Participating School #1:

1. Faith Ringgold School-The following are the goals of the site are:

We will use consistent assessment tools provided and approved by the school district, which are the Basic Phonics Skills Test and the newly adopted FastBridge Universal Screener. We will use these tools once per trimester by June, 2024. Entered data will be monitored and analyzed three times per year in person and via illuminate. 2. We will improve in using our district's adopted Language Arts curriculum with fidelity. We will do this by attending and participating in professional development as measured by the state and local education agencies' expectations. We will improve the structure of our instructional practices and thereby our professional knowledge by attending and participating in the district professional learning sessions during the school year.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Teachers and staff are working diligently to assure that they are being consistent with using reading assessments, particularly in being consistent with the Basic Phonics Skills Assessments, and Fountas and Pinnell. The district has also adopted the FastBridge Assessments, as well as the Faith Ringgold site has also adopted the SIPPS progress monitoring assessments. 2. Consistent and dedicated implementation of all assessments has been a priority. All meetings and check-ins regarding usage of reading curriculum and assessments have been calendared well in advance, staff has registered and attended all available training and professional development regarding all district adopted curriculum and assessments. 3. Structural and institutional practices are a daily priority. Staff have committed to attend and will continue to attend any professional development available to improve their instructional practices. 4. Implementation Ignite!Reading, a pilot intervention program addressing foundational reading skills.

3. The metrics the LEA and school site are using to measure progress on actions

[Beginning of the year SIPPS Placement Results](#)

[End of the year SIPPS Placement Results](#)

[CAASPP Data](#)

[FastBridge Universal Screener Data - Cycles 1-2-3](#)

[End of Year Ignite!Reading Data](#)

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

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

The SIPPS placement test assesses the students knowledge of phonological awareness, phonics and sight words. The initial assessment was administered in August of 2022, and the post assessment was administered in May, June and July of 2023 (some of the data includes the participation of students in the summer literacy camp). In addition, teachers administered SIPPS mastery tests throughout the year to check for understanding.

- metrics demonstrate progress in most students during the traditional school year. 90% of the summer literacy session demonstrated growth in reading.
- progress is not congruent with SIPPS program expectations (for example students who started the year at beginning level 1 should end the year ready for extension level)
- limited end of the year SIPPS data is available, the intervention was not fully implemented at the site

CAASPP data point to an ongoing need for extensive literacy skill development. Supporting students in becoming proficient readers will involve addressing the components of finite and concrete skills (phonological awareness, phonics, decoding, sight reading) as well as the life-long, growing skills of reading (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge) so students are better prepared to access state assessments.

FastBridge Universal Screener end-of-year data demonstrates the need for deeper commitment and support to the final cycle of the screener. Participation rates decreased, specifically in Cycle 3. Student achievement did not improve across three cycles, although second grade scores rose in the aReading assessment after a dip in scores in Cycle 2.

End of Year Ignite!Reading assessments demonstrate student improvement of students' foundational literacy skills.

- Students demonstrated protocol growth in foundational reading skills, with majority of students passing more than one literacy protocol assessment

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

Faith Ringgold will continue to implement the strategies as described in their site plan to support literacy that includes assessments, interventions, and support for students both socio-emotional and learning needs. With the transition of a new principal and teachers into Faith Ringgold the staff will work collaboratively to deepen the level of the SIPPS implementation in the final year in order to reach the goals set forth in the original grant.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

- The new principal and intervention teacher will continue to attend all of the Sacramento County Office of Education (SCOE) seminars, meetings, workshops, and professional development in order to manage all the components of the ELSB grant.
- Teachers will continue to focus on literacy through the implementation of high quality Tier 1 instruction (Benchmark Advance and Benchmark Phonics).
- Teachers will implement SIPPS as a Tier 2 intervention to target fluency.
- Teachers will continue to participate in professional learning and coaching from external sources identified by the ELSB Project Lead and the Literacy Coach.
- Teachers will focus on the use of evidence-based literacy instructional and intervention practices.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Eligible Participating School #2: 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).

Select to enter text.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Select to enter text.

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.)

Select to enter text.

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

Select to enter text.

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

Select to enter text.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Eligible Participating School #3: 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).

Select to enter text.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Select to enter text.

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.)

Select to enter text.

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

Select to enter text.

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

Select to enter text.