

## Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

**Local Educational Agency Name: Select to enter text.**

Program Lead: Dr. Amy Coker

Email/Phone: 909-381-1100

Fiscal Lead: Trieste Huey

Email/Phone: 909-381-1154

Eligible Participating School(s): Lincoln Elementary School

1. SBCUSD (909) 381-1100	6.ChristineNam-Phuong.Ngo@sbcusd.k12.ca.us
2. Amy.Coker@sbcusd.k12.ca.us	7. Stephanie.Dirks@sbcusd.k12.ca.us
3. Trieste.Huey@sbcusd.k12.ca.us	8. Select to enter text.
4. Lincoln Elementary (909) 388-6370	9. Select to enter text.
5. Heather.Regalado@sbcusd.k12.ca.us	10. Select to enter text.

Supporting Agency or Agencies: ELSB Grant Expert Lead in Literacy, SCOE, Pivot/CORE.

LEA URL for public posting of ELSB Grant Reports: <https://lincoln.sbcusd.com/about-us/literacy-grant>

**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](mailto: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** of the school site council meetings where the annual ELSB report was provided: Lincoln Elementary, 9/15/23, 5/25/23 school site council meetings.

- The governing board or body of the LEA

(Provide the date of the governing board meeting: SBCUSD Board Meeting 9/6/22)

- Publicly posted on the LEA's website, which may be found at the following URL: <https://lincoln.sbcusd.com/about-us/literacy-grant>

(Provide URL here: <https://lincoln.sbcusd.com/about-us/literacy-grant>)

## 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:** Lincoln Elementary School

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

**Please enter relevant school sites:**

- 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:** Lincoln 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:** Select to enter text.

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:** Lincoln 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:** Lincoln Elementary School

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:** Select to enter text.

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

**Please enter relevant school sites:** Select to enter text.

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:** Select to enter text.

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

**Please enter relevant school sites:** Select to enter text.

Expanded access to the school library.

**Please enter relevant school sites:** Select to enter text.

# Early Literacy Support Block Grant Annual Report

## Implementation Year 2: 2022–23

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:** Select to enter text.

Provision of mental health resources to support pupil learning.

**Please enter relevant school sites:** Select to enter text.

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

**Please enter relevant school sites:** Select to enter text.

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

**Please enter relevant school sites:** Select to enter text.

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:** Select to enter text.

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?

*The LEA assigned program specialist provided evidence-based professional development in the area of literacy with an emphasis on small group instruction for teachers in grades K-3 at Lincoln Elementary. This included modeling, co-teaching, and planning a lesson with site teachers, grades K-3, and analyzing data from the CORE Phonics Survey and NWEA Assessment to help identify and support struggling readers. The LEA assisted the site literacy coach by providing additional literacy support through coaching and planning with teachers in the area of phonics, specifically focusing on the explicit phonics lesson sequence. Early literacy skills such as concepts of print, phonemic awareness, oral language development, phonics, sight word recognition, vocabulary, fluency, listening, reading comprehension, were included as a focus along with embedded SEL strategies.*

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

*The use of small group instruction with a focus on literacy skills (concepts of print, phonemic awareness instruction, oral language development, phonics, sight word recognition, vocabulary, fluency, listening, reading comprehension) and embedded SEL strategies has assisted teachers with developing a systematic approach to supporting literacy learning and achievement based on classroom data and aligned assessments (CORE Phonics Survey, NWEA Assessment). In addition, providing evidence-based modeling, coaching, observing, and planning with the explicit phonics sequence has provided teachers with the knowledge and tools to develop and apply effective phonics instruction as a daily instructional routine.*

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

*Lincoln Elementary will continue to participate in professional development to develop strategies and instruction that are aligned with literacy goals, actions, and metrics based on the site root cause analysis and needs assessment. K-3 educators will continue to attend professional development in the areas of Early Literacy/Literacy provided by the site Literacy Coach as trained through the CORE/Pivot Reading Academy.*

# 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:** Lincoln Elementary School

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

*Literacy Goal #1:*

*Develop a systematic foundational skills program with embedded SEL strategies across grades K-3. Universal Access throughout our site will be instituted as a systemic approach of support to our literacy instruction.*

*Literacy Goal #2:*

*Build comprehensive literacy skills of K-3 educators with embedded SEL strategies through professional development participation and implementation.*

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

*Action Item Goal #1:*

*We will implement an explicit, structured, and systematic foundational skills program embedded with inclusive, equitable instructional practices and SEL strategies including assessment across K-3 classrooms by May 30th, 2024, monitored by a 6 week progress-monitoring assessment cycle. Systems that will be developed are; concepts of print, phonemic awareness instruction, oral language development, phonics, sight word recognition, vocabulary, fluency, listening, reading comprehension, including aligned assessments.*

- *By August 2022 (Year 2), we will utilize the CORE Phonics & Decoding Survey (online), NWEA, Wonders Fluency Hasbrouck & Tindal norms, and Common Formative Assessments for year 2 implementation.*
- *By the first month of school, August 2022, differentiated student groups will be formed based on placement data.*

*Action Item Goal #2:*

*We will build literacy skills with embedded SEL strategies to develop the knowledge of educators as evidenced by 100% of our K-3 staff attending on-site, off-site, and/or distance learning professional development opportunities by May 30, 2024. Literacy skills will include concepts of print, phonemic awareness instruction, oral language development, phonics, sight word recognition, vocabulary, fluency, listening, reading comprehension including aligned assessments.*

## **Early Literacy Support Block Grant Annual Report**

### **Implementation Year 2: 2022–23**

*A district support Program Specialist conducted Small Group Guided Reading professional development one-on-one sessions with site teachers along with implementation of co-teaching opportunities.*

- *Initial training for all K–3 and support staff, and monthly follow up sessions.*
  
- *Differentiated student groups formed based on assessment data.*

*By May 30, 2022, we will provide initial training for all K-3 and support staff, and provide monthly follow up sessions.*

*By the first month of school, August 2022, differentiated student groups will be form based on assessment data.*

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.)

*In support of goal 1, we measured progress and growth using the following assessments:*

- *CORE Phonics & Decoding Survey*
- *NWEA (Early Literacy)*
- *PD Calendar*
- *A calendar and schedule will be observed for Universal access.*

*In support of goal 2, we will measure progress and growth using the following assessments:*

- *Sign-in sheets (attendance)*
- *Follow-up learning cycle (revisiting learning intentions and success criteria)*
- *Teacher observation with feedback*
- *Lesson study/protocol with grade level teams K-3*
- *Data review cycles (grade level teams K-3)*
- *Vertical/grade level articulation & planning*
- *PD Calendar*
- *Instructional Rounds*
- *Curriculum-embedded formative assessment data (core curriculum)*

## 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.

*Leading into year 1, our site root cause analysis and needs assessment revealed CORE Phonics Survey data with 87% of Kindergartners meeting proficiency with letters and sounds.*

*In support of goal 1, we will measure progress and growth using the following assessments:*

- *Wonders Fluency Hasbrouck & Tindal norms*

*Through the PLC work, the 2nd grade team has developed a systematic approach to monitoring Fryes words K-2. (words expected to know while monitoring the Fry list).*

*In support of goal 1, we will measure progress and growth using the following assessments:*

- *A consistent site literacy coach to develop goals and trust among educators.*

*In support of goal 1, we will measure progress and growth using the following assessments:*

- *Support and feedback from a CORE Executive Coach working directly with teachers to develop and implement literacy goals.*

*In support of Goal 2 but not included in the budget funding: Lincoln Elementary staff will continue to participate in professional development monthly to develop strategies and instruction that are aligned with early literacy goals, actions, and metrics based on the site root cause analysis and needs assessment. Professional Development will be ongoing.*

*In support of goal 2: K-3 educators will continue to attend professional development in the areas of Early Literacy/Literacy provided by the site Literacy Coach as trained through the OERA Online Reading Academy and CORE/Pivot Reading Academy.*

## 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.