

**Early Literacy Support Block Grant Annual Report
Implementation Year 3: 2023-24**

Local Educational Agency Name: San Bernardino Unified School District

Program Lead: Dr. Amy Coker

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Eligible Participating School(s): Lincoln Elementary School

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4. Lincoln Elementary (909) 388-6370	9. Select to enter text.
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Supporting Agency or Agencies: ELSB Grant Expert Lead in Literacy, SCOE, Pivot/CORE.

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 3 (2023-24), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2024**.

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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 Three

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 an on-site literacy coach to provide literacy support (coaching, modeling, co-teaching) to educators in grades K-3, 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: Select to enter text.

- 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.

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Please enter relevant school sites: Lincoln Elementary School

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.

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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.

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.

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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 did the LEA provide to eligible participating school sites in Year 3 of implementation?

The LEA assigned site program specialist provided aligned resources to support the implementation of the six-step explicit phonics lesson sequence and to support the site literacy coach as she provided professional development on the six-step explicit phonics sequence 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. 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(s)?

The aligned resources and supports have been impactful in helping to develop a systematic approach to literacy instruction for educators, grades K-3. Providing evidence-based modeling, coaching, observing, and planning with the explicit phonics sequence has provided teachers with the knowledge and tools to implement and apply effective phonics instruction as a daily instructional routine.

3. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program?

In the future, Lincoln Elementary educators will continue to participate in professional development to continue 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 and participate in coaching/modeling/lesson studies in the areas of Early Literacy/Literacy provided by the district and site Literacy Coach as trained through the CORE/Pivot Reading Academy.

4. What has the LEA learned as a result of the ELSB grant work that can be applied to current and future support of all school sites?

Lincoln Elementary educators have gained a deeper knowledge in the foundational literacy skills in order to support the development of consistent, systematic phonics instruction aligned to literacy goals and actions.

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

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

Eligible Participating School #1: Lincoln Elementary School

1. What are the “big picture” goals stated in the Literacy Action Plan? These 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. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 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.

- *Hiring of an on-site literacy coach to provide literacy support (coaching, modeling, co-teaching) to educators in grades K-3, including, among others, bilingual reading specialists to support English learner programs.*
- *The utilization of the CORE Phonics & Decoding Survey (online), NWEA, Wonders Fluency Hasbrouck & Tindal norms, and Common Formative Assessments for year 3 implementation.*
- *Differentiated student groups 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,

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listening, reading comprehension including aligned assessments.

- *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.*

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.*

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

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 measured 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)*

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

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Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	Phonics and Decoding Survey	English: 37% Dual: 74%
First Grade	Phonics and Decoding Survey	English: 46% Dual: 60%
Second Grade	Phonics and Decoding Survey	English: 38% Dual: 72%
Third Grade	NWEA Reading: Map Fluency	10%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

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 measured progress and growth using the following assessments:

- *Wonders Fluency Hasbrouck & Tindal norms*

Through the PLC work, the 2nd grade team 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 measured 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 measured 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 continued 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 continued 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.

5. What has been the most notable change as a result of the site's ELSB grant work?

All K-3 teachers are using the 6-Step explicit phonics instruction on a daily basis.

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6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

As we have been granted another four years to implement a literacy plan, we will continue to use the 6-step explicit phonics instruction model in all classrooms for tier one, as well as CRT strategies including what we have started with QAR. We will put a new focus on direct explicit vocabulary instruction.

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Eligible Participating School #2: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Select to enter text.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

Select to enter text.

5. What has been the most notable change as a result of the site’s ELSB grant work?

Select to enter text.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Select to enter text.

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Eligible Participating School #3: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Select to enter text.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

Select to enter text.

5. What has been the most notable change as a result of the site’s ELSB grant work?

Select to enter text.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Select to enter text.