

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: Franklin-McKinley School District

Program Lead: Limary Trujillo Gutierrez, Ed.D Email/Phone: limary.trujillo@fmsd.org, 408-283-6045

Fiscal Lead: Esabel Corrie Email/Phone: esabel.corrie@fmsd.org, 408-283-6087

Eligible Participating School(s):

1. McKinley Elementary	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 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**.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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: Select to enter text.

- The governing board or body of the LEA

Provide the date of the governing board meeting: Select to enter text.

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

Provide URL here: Select to enter text.

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 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: McKinley Elementary

- 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.

Please enter relevant school sites: McKinley Elementary

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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: McKinley Elementary

Comments (optional): Please see section IV for more details about actions steps under Category 1.

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: Select to enter text.

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: Select to enter text.

Comments (optional): Please see section IV for more details about actions steps under Category 2.

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: McKinley Elementary

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 3: 2023-24

Comments (optional): Please see section IV for more details about actions steps under Category 3.

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 multitiered 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: McKinley Elementary

Comments (optional): Select to enter text.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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?

McKinley Elementary, the sole eligible school within the district, has received guidance and support on the implementation of the ELSB Grant via meetings, professional development, and feedback. As part of ongoing site support, Educational Services leadership reviewed site literacy data and worked collaboratively with the site principal to plan next steps. Educational Services leadership also provided ongoing support with grant administration. The Business Services division guided grant reporting and expenditures in collaboration with Educational Services and the site principal.

The District has made positive strides in creating a comprehensive and robust approach to literacy via consistent instructional practices, routines, and procedures, all which is aligned to the ELSB grant. During the 23-24 school year, the district provided all sites with foundational skills literacy program aligned with the district's literacy framework. McKinley selected Sonday System Essentials for grades K-3, which is in alignment to the school's SEAL model. To enhance the literacy plan at McKinley Elementary, ELSB grant funds were utilized to increase support by 1.0 FTE intervention teacher.

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

District-led efforts have aligned closely with those undertaken at McKinley, which created opportunities for the McKinley team's learning to inform the district-wide framework and for district leadership to provide ongoing feedback and guidance. The intervention teacher provided direct intervention services, which complimented the grant-funded intervention and allowed a) more students to receive intervention and b) intervention providers to work with a smaller number of teachers each, which supported better communication and collaboration between the classroom teacher and intervention teacher.

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

Intervention systems and structures are critical components during the instructional day. FMSD currently advises all school sites to have intervention times within their master schedule, and therefore, the support to continue with this structure is currently available and supported. We are also in the process of continuously

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

providing training on small-group instruction for students in ways that support teachers in using their own curriculum.

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?

We are building capacity of various programs and services offered within McKinley. We have built expertise Many involving the Sonday System Essentials and DIBELS assessments, as both provide a wealth of resources for teachers, and has also become a district initiative based on the work conducted by McKinley. The structure for observing other teachers is also an area in which we will provide support to other site principals.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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: McKinley Elementary

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

The goals for McKinley Elementary stayed the same to ensure consistency and targeted approach for students: 1) We will develop and implement McKinley’s K-3 comprehensive early literacy program, which will include word recognition, language comprehension, and access to rich grade-level texts. 2) We will improve our collection and strategic use of valid, predictive and reliable word recognition data by administering and analyzing K-3 DIBELS three times a year. 3) We will strengthen McKinley teachers’ knowledge and skills for teaching word recognition by engaging in professional development and within/cross-grade level PLCs.

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

Actions taken to progress toward goals in year three are: Creating a site comprehensive professional development plan that included data analysis with staff, training on assessments and assessment platforms, and collaboration time for staff.

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

McKinley continued to measure progress through the use of their assessments, (STAR, DIBELS, and the CORE phonics survey, and the Next Step in Guided Reading Assessment) and an intervention internal database that showed students who were being supported, the time during the school day, and the targeted skill.

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	BOY Current % of Students At or Above Standard	EOY Current % of Students At or Above Standard
Kindergarten	NSGRA	3%	37%
First Grade	NSGRA	33%	21%
Second Grade	NSGRA	24%	23%
Third Grade	NSGRA	26%	12%

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Grade Level	Local Literacy Assessment	BOY Current % of Students At or Above Standard	EOY Current % of Students At or Above Standard
Kindergarten	DIBELS	12%	41%
First Grade	DIBELS	65%	64%
Second Grade	DIBELS	26%	21%
Third Grade	DIBELS	50%	41%

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.

For both NSGRA and DIBELS, it was noticeable that only kindergarten significantly increased in growth. For all other grades, there was an average decline of 9% and 5% respectively. This decline may be attributed to fidelity of programs and the ongoing monitoring of data. Though the team started off strong providing feedback to one another and participating in lesson studies/learning walks together, there was limited opportunity due to sub shortages during the middle/end of the year. We anticipate that our continued practices and fidelity to programs and structures will allow us to be most successful in future years.

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

The most notable change as a result of the site's ELSB grant work is the fidelity to the structure of literacy within McKinley. Prior to the grant, there were limited, consistent and instructional practices revolving the science of reading strategies, and this has now morphed into structure of literacy support for both staff and students. The review of targeted data has also been a notable change, where staff are now reviewing data through a letter/sound/syllable diagnosis to ensure that staff are targeting the literacy needs of their students.

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

The site will continue to provide data analysis opportunities, teacher observations, and training for staff on the various instructional components of the district. With district support, the site will be able to continue using the programs initially started by the ELSB grant as these have become district-wide initiatives.

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