

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

Local Educational Agency Name: [Hayward Unified School District](#)

Program Lead: Dr. Lisa Davies

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Eligible Participating School(s):

1. Faith Ringgold	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](mailto: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** the of the school site council meetings where the annual ELSB report was provided: Faith Ringgold Elementary School May 21, 2024

- The governing board or body of the LEA

Provide the date of the governing board meeting: October 09, 2024

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

Provide URL here: <https://www.husd.us/departments/edservices>

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

Development of strategies to provide culturally responsive curriculum and instruction.

**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

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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:** 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.

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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 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:** Faith Ringgold-Monthly calendars, weekly newsletters, announcements, Literacy and Science Night.

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?

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

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

The LEA will continue supporting the work of the ELSB grant by integrating literacy practices into daily instruction across schools, providing ongoing professional development for teachers, and utilizing assessment tools like SIPPS and FastBridge to monitor student progress. The focus on collaboration between district leaders, principals, and external literacy experts will help sustain these efforts. The LEA has learned the importance of consistent assessment, the impact of professional development, and the value of integrating social-emotional learning with literacy instruction. These insights will guide future literacy support across all school sites, emphasizing strong leadership and data-driven practices.

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?

The LEA has learned that consistent use of assessment tools like SIPPS and FastBridge is crucial for tracking student progress and guiding instruction effectively. Professional development focused on evidence-based literacy practices has been key to improving teaching strategies and can be expanded to all school sites. Additionally, integrating social-emotional learning into literacy instruction has shown positive impacts on student engagement and achievement. These insights emphasize the importance of strong leadership, collaboration, and data-driven practices, which will inform future literacy support efforts across the district.

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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: Faith Ringgold 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.

We will use consistent assessment tools provided and approved by the school district, which are the Basic Phonics Skills Test and the newly adopted Fast Bridge 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. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 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 Fast Bridge Universal Screener. 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 as it is a part of our bell schedule. 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. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

[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

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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	EarlyReading	46%
First Grade	EarlyReading/Early Fluency	20%-22%
Second Grade	EarlyReading/Early Fluency	25%-33%
Third Grade	EarlyReading/Early Fluency	41%-36%

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.

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 all the post assessments continue to be administered in May, June and July of each subsequent year. 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. In year three 90% of all students progressed toward expectations (for example students who started the year at beginning level 1 ended the year ready for extension level). Approximately 10% of students started pre SIPPS and are close to the end of Beginning Level.

- End of the year SIPPS data is available, the intervention was fully implemented at the site, including a “walk to read” model where all children were leveled K-5 and changed classrooms as teachers taught SIPPS at the individual child’s level. 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 each cycle of the screener for students struggling with SEL, behavior and attendance. While participation rates did not decrease, student achievement in grades K-4 showed strong improvements in the various assessments. Student achievement did not improve across three cycles in grades 5 and 6 and appear to be up and down. A deeper look shows students who were struggling with SEL, behavior and attendance as up and down in assessment data. End of Year Ignite! Reading assessments demonstrate student improvement of students' foundational literacy skills.

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

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

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. New principal and teachers continue to work Early Literacy Support Block Grant Annual Report Implementation Year 3: 2023–24 collaboratively to deepen the level of the SIPPS implementation to standard day to day practice as part of our bell schedule in order to reach the goals set forth in the original grant.

- The new principal and intervention teachers continued 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 in subsequent years.
- Teachers will continue to focus on the use of evidence-based literacy instructional and intervention practices.

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 #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.

<b>Grade Level</b>	<b>Local Literacy Assessment</b>	<b>Current % of Students At or Above Standard</b>
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.

<b>Grade Level</b>	<b>Local Literacy Assessment</b>	<b>Current % of Students At or Above Standard</b>
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.