

California Department of Education

**Early Literacy Support Block Grant Program
Annual Progress Report Template**

The Early Literacy Support Block (ELSB) Grant program Annual Progress Report allows for participating districts and eligible schools to determine and describe the effectiveness in addressing the required components of the ELSB Grant planning process. **The Annual Report for Year 1 (Planning Year) is due to the California Department of Education on July 30, 2021.** Please complete the following information and email the completed report to ELSBGrant@cde.ca.gov.

Name of District and Eligible Participating School(s):

The participating district is the San Bernardino Unified School District, SBCUSD. The school site is Lincoln Elementary.

Report Submitted By (Name/Title): Ramon Velasco

Phone/Email: 909-388-6370

Period Covered: Quarter 4, annual progress report for 2020-2021.

Date Submitted: 7/21

1. Account for the ELSB grant program planning activities that identify both individual and collective contributions in the conducting of a Root Cause Analysis and Needs Assessment.

- a. Describe the process and timeline of activities conducted in the development of the Root Cause Analysis and Needs Assessment
- b. Specify the local educational agency (LEA) ELSB lead and primary fiscal contact staff.
- c. Include the names of participants for each participating school and participant roles (e.g., J Brahms – 1st grade teacher at Mozart Elementary; A. Vivaldi – Principal, Bach Elementary, R. Wagner – Bach Site Literacy Coach, G. Verdi – District Curriculum Coordinator etc.).

1. a. *Our Site Literacy team consisted of educators, school administrators, district administration, and district coaches as support. As a site team, we met on a weekly basis following each SCOE state meeting to clarify, discuss, and expand on our understanding of the presentations and to develop a comprehensive actionable plan. We then communicated the process and development of the Literacy Plan to other site members through weekly MOU staff meetings. This communication was ongoing. The plan was communicated during two school site meetings with parent group stakeholders, ELAC, the community at large, teachers, and this meeting was open to the public. Following the SCOE presentations, we developed a meeting plan to strategize the development of the root cause analysis format as we collected input from all of our stakeholders noted above. This consisted of three separate sessions guided by the state and follow-ups with the site team. Following several templates during the three sessions, we concluded with the present problem statement, root cause, and needs assessment. We analyzed through data analysis of our CORE Phonics and Decoding Survey and the Renaissance STAR Early Literacy Assessment grades K-3. Through the data analysis, we discovered that Lincoln Elementary had inconsistency in testing protocols and procedures in meeting assessment timelines causing inconclusive/invalid results and that 50% of students were not decoding by 2nd grade. We discovered the following areas that needed to be addressed through development of SMARTe goals: Phonics & Decoding, Vocabulary, Professional Development for educators, and a systematic plan for teaching and assessing literacy, specifically areas of letter knowledge, phonological awareness, phonics & word recognition, fluency, vocabulary, and reading comprehension. The district has access to this data through our adopted system, "Illuminate," for their review at the end of each trimester. Following the SCOE presentations, we developed a meeting plan to strategize the development of the SMARTe goals as we collected input from all of our stakeholders noted above. This consisted of three separate sessions guided by the state and follow-up meetings with the site team. Following the analysis of our Core Phonics Screening data and guidance documents developed during the three sessions, we concluded with the present SMARTe goals. Goal #1 was designed to strengthen our systemic approach to instructing and assessing literacy skills with embedded SEL strategies from our scholars. The goal also states that we will follow up with specific collaboratively developed assessment tools including a systemic approach with specific timelines utilizing an assessment schedule. After reviewing our Core Phonics & Screening data. Goal #2 was created and strategically addressed the need for professional development to increase the skill and knowledge of our educators in the areas of literacy. This includes*

the systemic approach to professional development following a collaboratively developed PD calendar to ensure a consistent educator learning cycle. The learning platforms may include in-person, virtual, and within and/or outside agencies including training that our district may provide.

1. b. The local educational agency (LEA) ELSB lead for SBCUSD is Amy Coker, Project Coordinator (909) 473-2090. Her email is Amy.Coker@sbcusd.k12.ca.us.

The primary fiscal agent contact is Janet King, (909) 381-1100. Her email is Janet.King@sbcusd.k12.ca.us.

1. c. LEA District Contact/Project Coordinator: Amy Coker - Assistant Director, Elementary Instruction, Ramon Velasco - Principal, Stephanie Dirks - Elementary Instruction Program Specialist District Support, Isaura RamirezVilla - Vice Principal, Hortencia Reynoso - Kindergarten Dual Teacher, Linda Punongbuyan - Kindergarten Mainstream Teacher, Michelle Smith - First Grade Mainstream Teacher, Beatriz Carlton - First Grade Dual Teacher, Robin Sandusky - Second Grade Mainstream Teacher, Ranees Del La Rosa - Third Grade Mainstream Teacher, Brentnee Squalls - Extra Support Teacher, Tracy Diekmann - TSSP Coach, Melanie McGrath - Multilingual Department Coordinator, Joanna McCray - Multilingual Language Support Program Specialist, Camisha Richards, Multilingual Language Support Program Specialist.

2. Validate the results of the Root Cause Analysis and Needs Assessment.

- a. Specify the findings from the examination of both school-level and LEA-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of under-performing pupils and their families, that have contributed to low pupil outcomes for pupils in grade three on the consortium summative assessment in English Language Arts.

2. a. Following the SCOE presentations, we developed a meeting plan to strategize the development of the root cause analysis format as we collected input from all of our stakeholders. This consisted of three separate sessions guided by the state and follow-ups with the site team. Following several templates during the sessions, we concluded with the present problem statement, root cause, and needs assessment. We continued to analyze data from our CORE Phonics and Decoding Survey and the Renaissance STAR Early Literacy Assessment grades K-3. Through the data analysis, we discovered that Lincoln Elementary had inconsistency in testing protocols and procedures in meeting assessment timelines causing inconclusive/invalid results and that 50% of students were not decoding by 2nd grade. We discovered the following areas that needed to be addressed through development of SMARTe goals: Phonics & Decoding, Vocabulary, Professional Development for educators, and a systematic plan for teaching and assessing literacy, specifically areas of letter knowledge, phonological awareness, phonics & word recognition, fluency, vocabulary, and reading comprehension. Following the SCOE presentations, we developed a meeting plan to strategize the development of the SMARTe goals as we collected input from all of our stakeholders.

In addition, as we continued to analyze our Core Phonics Screening Data, Root Cause Analysis, and our Needs Assessment, we identified strategies to improve school climate, pupil connectedness, attendance, engagement in early literacy and foundational skills components with increased access to reading/decoding in the primary grades, and to reduce exclusionary discipline practices, is an urgent need to improve early literacy practices for students.

Research-based social-emotional learning (SEL) is a priority based on our Root Cause Analysis and Needs Assessment, site attendance, as well as the suspension rate and socio-economic contributors within our school site and community. Connecting literacy with embedded SEL strategies inside and outside the classroom will increase student engagement and knowledge of literacy components (oral language development, listening, vocabulary, and reading comprehension).

Results included the collaborative development of two SMARTe goals for the site.

3. Describe the identified strengths and weaknesses of both the eligible school(s) and the LEA regarding literacy instruction in transitional kindergarten through grade 3 (TK –3), inclusive. Identify all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps reviewed during the Root Cause Analysis and Needs Assessment.

Screening data from the Core Phonics Survey reflects that a majority of K-3 students are testing below proficiency in performance in phonemic awareness, phonics, vocabulary and comprehension. Our site root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.

As seen in our Core Phonics Survey data, root cause analysis, and needs assessment, strategies to improve school climate, pupil connectedness, attendance, engagement in early literacy and foundational skills components with increased access to reading/decoding in the primary grades, and to reduce exclusionary discipline practices, is an urgent need to improve early literacy practices for students.

Social-emotional learning (SEL) is a priority based on the root cause analysis and needs assessment, site attendance, as well as the suspension rate and socio-economic contributors within our school site and community.

Literacy training and education for parents is a priority because based on the root cause analysis data, the majority of students in third grade are not able to decode and comprehend grade level texts.

Lincoln Elementary staff will participate in professional development monthly to develop strategies and instruction that is aligned with literacy goals, actions, and metrics based on the site root cause analysis and needs assessment. Professional Development will be ongoing.

As a result, K-3 teachers will have attended professional development session(s) based on the state ELA/ELD frameworks in areas of letter knowledge, phonemic awareness, phonics, oral language & vocabulary (Isabel Beck: Vocabulary (Academic & Domain Specific Tiered Vocabulary)), fluency and comprehension. (Framework Chapters 3, 4).

Lincoln Educators will participate in PD specific to the ELA/ELD Framework components of literacy through application and implementation of integrated and designated ELD.

Lincoln Elementary will purchase the SIPPS/Estrellitas curriculum and participate in initial and provide ongoing training of the curriculum throughout the implementation year. The Lincoln staff will develop a professional development plan that clearly outlines the goals and implementation of the SIPPS/Estrellitas program. The Lincoln staff will develop a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement.

Lincoln Elementary will utilize the following diagnostic assessment instruments to help assess pupil needs and progress and provide training for school staff regarding the use of the assessment instruments below:

- *NWEA - (District driven)*
- *Common Formative Assessments (per unit)*
- *Core Phonics & Decoding Survey*
- *Sp. Core Phonics & Decoding Survey- 3x a year (struggling students, as needed)*

- *Fluency from Maravillas Evaluation-1x/month*
- *Fluency from Wonders Evaluation- 1x/month*

Lincoln Elementary will hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum. Students will have access to a summer school program, grades K-5, as well as the CAPS after school program.

Lincoln Elementary will develop a balanced Social Emotional Tier 1 application of support(s) for our students by May 30th, 2024. This will entail 100% of staff implementing Tier 1 behavior management strategies utilizing the weekly Wonders/Maravillas Essential Questions across texts integrated with the PBIS focus skill(s) connected to oral language development, listening, vocabulary, and reading comprehension. We will implement Community Circles using read alouds connecting the weekly phonics skill and vocabulary/reading comprehension skill, daily/weekly, grades K-3, to increase student oral language development, build vocabulary and listening skills, and improve development of reading comprehension for students.

Lincoln Elementary educators will develop SEL skills and knowledge of students who may be impacted by social and emotional needs to help increase literacy development in the classroom. Educators will be trained in building relationships with students and parents. (SWSS Department). Additionally, educators will be trained in how to utilize SEL strategies inside and outside the classroom to increase student engagement in the classroom to improve literacy and foundational skills areas of focus. (SWSS Department).

Professional development will be provided for educators on SEL and PBIS implementation. (SWSS Department).

4. Explain how the LEA consulted with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the Root Cause Analysis and Needs Assessment and proposed expenditures of the grant funds. If the School Site Council (SSC) was used for this purpose, describe how the school provided public notice of meetings and how meetings were conducted in the manner required by Section 35147 of the Education Code.

The Lincoln Elementary site team communicated the process and development of the Literacy Plan along with the Root Cause Analysis and Needs Assessment to other site members through weekly MOU staff meetings. This communication was ongoing throughout the 2020-2021 school year. In addition, the Literacy Plan, Root Cause Analysis and Needs Assessment and proposed expenditures of the grant funds was communicated during two school site meetings with parent group stakeholders, ELAC, the community at large, teachers, and this meeting was open to the public during the 2020-2021 school year.

5. Justify LEA partnerships with literacy experts from the county office of education for the county in which the LEA is located, a geographic lead agency established, or the Expert Lead in Literacy in the development of the Root Cause Analysis and Needs Assessment and the Literacy Action Plan. If applicable, describe any partnership with a member of an institution of higher education or nonprofit organization with expertise in literacy for this purpose, which may also involve experts in participatory design and meaningful community involvement.

LEA partnerships with literacy experts from the San Bernardino county office of education include SCOE & PIVOT/CORE which took place during the 2020-2021 school year during the process of developing the Root Cause Analysis and Needs Assessment and the Literacy Action Plan. The Lincoln staff attended meetings with SCOE & CORE/Pivot during this process.

6. Describe how enrollment, program participation, and stakeholder engagement were leveraged to address the literacy needs of students enrolled in grades TK–3 at participating eligible schools, and include a brief narrative of analytical findings (see chart on page 8).

Student enrollment, program participation, and stakeholder engagement were reviewed and discussed in order to address the literacy needs of students in grades K-3. Following the data analysis process, two SMARTe goals were developed. The Lincoln team agreed to strengthen their systematic approach to instructing and assessing literacy skills with embedded SEL strategies for scholars in grades K-3. They agreed to develop assessment tools (collaboratively) including a systemic approach with specific timelines utilizing an assessment schedule. In addition, the Lincoln staff agreed to create and strategically address the need for professional development to increase the skill and knowledge of educators in the areas of literacy. This will include a systemic approach to professional development following a collaboratively developed PD calendar to ensure a consistent educator learning cycle.

NOTE: Use the chart below to identify the anticipated number of students enrolled who will be served by ELSB Grant-funded activities and the **primary** stakeholders (teachers, administrators, parents, community members, etc.) who were active participants in the Root Cause Analysis, Needs Assessment, and development of the three-year Literacy Action Plan.

Description	Student Enrollment (List only the number for each grade level, TK–3, by eligible participating school)	Participating Teachers (List only the number for each grade level, TK–3, by eligible participating school)	Participating Administrator(s) (List only role and number of each by district office and eligible participating school.)	Other Stakeholder Input (List all participating stakeholder groups by eligible participating school. For example, SSC, English Learner Advisory Committee [ELAC], school board, etc., and the number of participants for each.)
Example	Mozart Elementary TK = 48 K = 52 1 = 56 2 = 58 3 = 64 Chopin Elementary, etc...	Mozart Elementary TK = 0 K = 1 1 = 1 2 = 1 3 = 1 Chopin Elementary, etc...	<ul style="list-style-type: none"> ● District ELA Curriculum Director = 1 ● District Literacy Coaches = 10 ● District Budget Technician = 2 ● Mozart Admin = 1, etc. 	<ul style="list-style-type: none"> ● Mozart Elementary J.S. SSC (7), ELAC (4), Title I parent meeting (28), DELAC (7), school board (7) ● Chopin Elementary, etc.
Numbers	<i>Mozart = 278</i>	<i>Mozart = 4</i>	<i>Mozart = 1</i>	<i>Mozart =39</i>
Overall Participant Total	K= 125 1= 125 2= 125 3= 125 Lincoln Elementary	K= 5 1= 5 2= 5 3= 5 Extra Support Teacher = 1 Lincoln Elementary	District Assistant Director Elementary Instruction = 1 District Literacy Coach District Literacy Coaches = 1 District Budget Technician = 1 Site Principal = 1 Site Vice Principal = 1 Lincoln Elementary	Multilingual Coordinator = 1 Multilingual Coaches = 2 Additional Coach = 1 Literacy Coach = 1 Program Facilitator = 1 SSC = 8

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