

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Lancaster Elementary

Program Lead: Jordan Goines Email/Phone: goinesj@lancsd.org; 661-948-4661

Fiscal Lead: Maria Alatorre Email/Phone: alatorrem@lancsd.org; 661-948-4661

Eligible Participating School(s): Joshua Elementary School

1. Joshua Elementary School	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
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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 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

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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: Joshua Elementary School

- The governing board or body of the LEA: July 18, 2023

(Provide the date of the governing board meeting: July 18, 2023

- Publicly posted on the LEA's website, which may be found at the following URL: <https://www.lanccd.org/Page/2563>

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: Joshua Elementary

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

Please enter relevant school sites: Joshua Elementary

- 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: Joshua Elementary

- 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: Joshua Elementary

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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: Joshua Elementary

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: Joshua Elementary

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.

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.

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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: Joshua Elementary School

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: Joshua Elementary School

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.

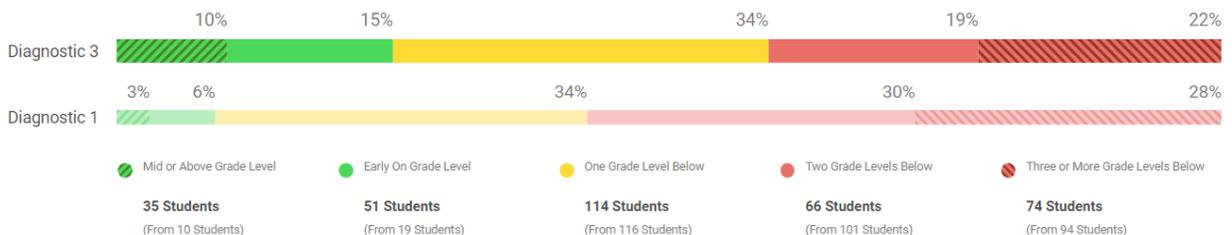
1. What supports have the LEA provided to eligible participating school sites?

The Lancaster School District team provided oversight of the implementation of the plan throughout the year through the Instructional Leadership Team Process. This team included Joshua's Leadership, as well as a consultant, the Director of Continuous Improvement and the Director of Curriculum and Instruction. The team met monthly to conduct walkthrough's and meet with the team to identify implementation of early literacy, as well as utilization of resources. The district also supported Joshua with trainings that enhanced the early literacy work being at Joshua through LACOE. This training was called Getting Reading Write. The district also supported through the purchase of materials and training for programs such as SIPPS and Heggerty. SIPPS is an early reading intervention program, and Heggerty has become the sites core phonics curriculum. Further the district worked with the school site in terms of the MTSS para-educator program, in providing training for support personnel within the classroom, and for how to most effectively utilize these individuals in order to support the classroom. The district has also supported the site through the budgeting, and budget revision process.

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

The supports that have been provided to Joshua have significantly impacted the school sites abilities to teach early literacy. We have noted an increase in student acquisition of phonics in K-3 due to the work with Heggerty. We have seen the focused use of SIPPS, which has assisted early grades in early intervention, and will later be work that is done in the later grades (understandably not under this grant). The work and training through Getting Reading Right has also supported the school in focused work in early literacy.

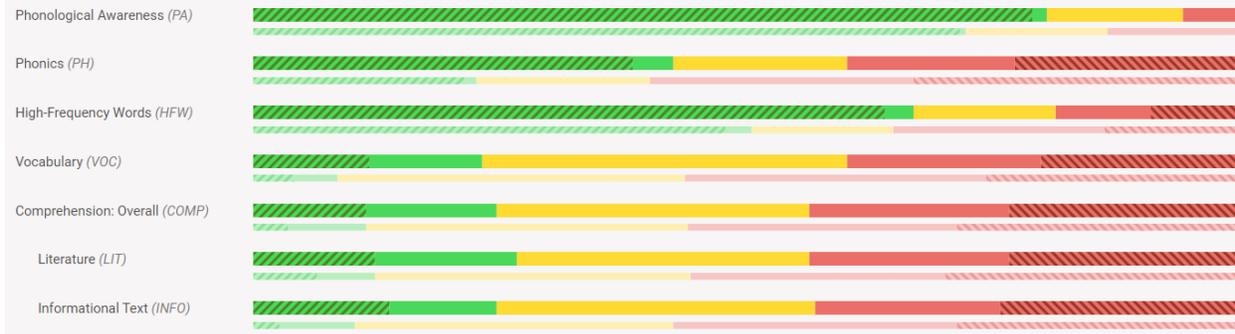
iReady Overall Placement



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iReady Placement by Domain



DIBELS Summary

	Beginning of Year	Middle of Year	End of Year
Well Below Benchmark	68% 306 Students	63% 293 Students	57% 236 Students
Below Benchmark	15% 69 Students	14% 64 Students	14% 59 Students
At Benchmark	12% 52 Students	16% 72 Students	15% 61 Students
Above Benchmark	5% 24 Students	7% 33 Students	15% 61 Students

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

Changes in support of this school site in year three of the grant will not be significant. We have observed that the trajectory of the staff and the work being putting into early literacy at Joshua, is outpacing other sites within the district, that are not being provided the same resources. We expect to see a closure of gaps within the coming years as a result of the work being done.

The most significant change, will come in the form of continuing this work with new staff to the school. We do still experience a significant amount of turnover in this school, and issues with retention. As we move forward the district is considering options in terms of retaining staff at Joshua Elementary in order to maintain the momentum of the investment that has been made.

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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 past the questions for LEAs with more than three school sites.

Eligible Participating School #1: Joshua Elementary School

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

The “big picture” goal for year two was to implement key areas located on the language comprehension side of Scarborough’s Rope. These practices were to include, selecting a vocabulary routine, attending field trips to build schema, and selecting aligned assessments to gauge student achievement and teacher efficacy. Because of the implementation of our new phonics curriculum, and in order to align our practices with those in our district, we chose to slow down the progression we had originally planned. We would focus on the implementation of the new phonics curriculum, maintain year-one practices, and prepare for moving toward year three in a more succinct manner.

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

We continued to implement our agreed-upon phonemic awareness curriculum, began site wide implementation of a phonics curriculum for use in tiers one and two, and supported continuous professional development in structured literacy to prepare for the work ahead in year three.

All staff, including MTSS paras, were trained in the phonics curriculum. Each grade-level team participated in PLC meetings to align instruction, build upon routines, and support one another through peer-lesson studies.

The Literacy Leadership Team completed three PDSA cycles where student achievement and teacher efficacy in phonics were measured including:

- a. All students will control at least 20 letter names in order to begin receiving phonics lessons.
- b. Teachers will complete a strength-based phonics implementation survey and observe the grade-level team teach a phonics lesson according to survey responses. Members will complete a post-lesson feedback form and indicate areas of improvement in his/her own practice following observation.
- c. Teachers will complete an efficacy survey indicating areas of growth in instructional practices and share student data indicating areas of success.

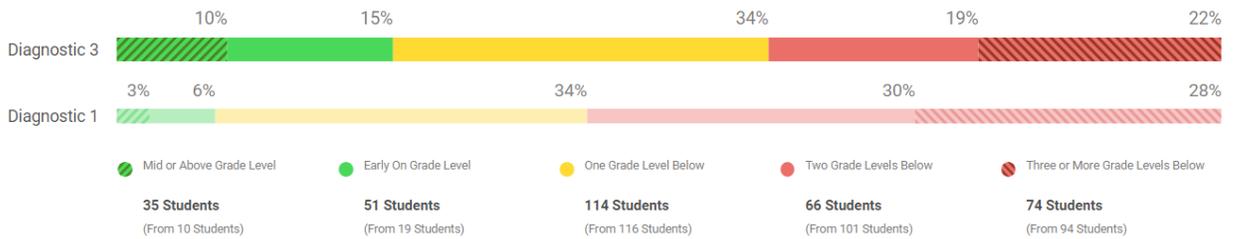
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3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

Metrics to measure progress include classroom walkthroughs using a literacy-calibrated tool, teacher efficacy surveys, and student achievement data using DIBELS, iReady, and SIPPS Mastery Tests.

iReady Overall Placement



iReady Placement by Domain



DIBELS Summary

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4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

Student outcomes in all metrics demonstrate progress toward goals.

iReady:

Just 6% of Joshua students are below in phonemic awareness. This data demonstrates consistent growth and proficient application of our chosen curriculum in the second year of implementation. There was a 21% increase in phonics for students at/above grade level. Beginning implementation in October of a new phonics curriculum shows favorable results. We look forward to an even greater return in the coming year with an earlier start date. Despite growth in vocabulary and comprehension, the data indicate a clear need to turn our focus and begin implementing stronger practices in these areas as our plan includes.

DIBELS:

Students at/above benchmark increased 13% from the beginning of the year. Students below benchmark remained fairly the same. Though the number of students well below decreased, there is still a greater number of students we need to support.

SIPPS:

We started the year with 71 students lacking knowledge of graphemes. By November, 54 of those students controlled at least 20 letter names, thus making them ready for phonics instruction. That group of students and every other student at Joshua received phonics instruction based on his/her placement level. Teachers began teaching SIPPS in October and continued until the final week of school. Teachers averaged four separate groups per day teaching various phonics lessons to appropriately placed small student groups. Students within those groups passed each Mastery Test following each benchmark.

Walkthrough data:

During 39 classroom walkthroughs with 14 classrooms averaged for scoring, Joshua Administrators documented the following data using the Digicoach tool calibrated with the LEA:

Tier 1 Reading Instruction:

100% interactive and engaging instruction

78% Systematic and Explicit

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67% Opportunities for Practice

88% Perky Pace

Word Recognition:

71% included Phonological Awareness(Heggerty lessons)

57% included Phonics instruction (SIPPS)

Language Comprehension:

75% background knowledge

86% Vocabulary

0% language structures

63% verbal reasoning

40% literacy knowledge

Teacher Efficacy Survey:

Teachers began the year indicating a lack of comfort and ability in teaching phonics. After receiving training and support from the coach and peers, the final efficacy survey indicated all staff felt knowledgeable in phonics instruction and successful in teaching their students. Teachers shared excitement about the program and a desire to begin teaching much sooner next year.

5. What changes are needed, if any, as the school site enters into year three?

Our site looks forward to making many improvements in the third year of the grant. With the slowed progression of the Literacy Action Plan, we will be investing much time in professional development and support in language comprehension. As indicated in the walkthrough data, we will develop academic language and encourage transcription practices in support of building a strong foundation for language structures.

We are tightening our SEL practices to encourage behavior management and decrease trauma responses as this will lower the affective filter, providing access to learning.

We are implementing additional family engagement opportunities to improve attendance and encourage a community effort to support literacy for all. Our plans include: hosting quarterly family literacy events, workshops for specific literacy

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supports/lessons, monthly progress reports, neutral ground mixers, and continuing closely monitoring the academic achievement and barriers of chronically absent students.

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