

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

Local Educational Agency Name: **Select to enter text.**

Program Lead: Dr. Jordan Goines Email/Phone: goinesj@lancsd.org/661-723-0351

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

Eligible Participating School(s):

1. Joshua Elementary School	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**.

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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 5/20/2024

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: 6/20/2024

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

Provide URL here: <https://www.lanccd.org/Page/2563>

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: Joshua 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.

Please enter relevant school sites: Joshua Elementary School

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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: Joshua Elementary School

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 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: Select to enter text.

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

The Lancaster School District team continued to provide 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 every other month to conduct walkthrough's and meet with the team to identify implementation of early literacy, as well as utilization of resources that have been provided through the grant. The district also supported Joshua with trainings that enhanced the early literacy work being at Joshua through LACOE and Getting Reading Right. The district also supported through supplemental coaching 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 the 23-24 SY, this program was moved over to a different funding source to support sustainability in 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.

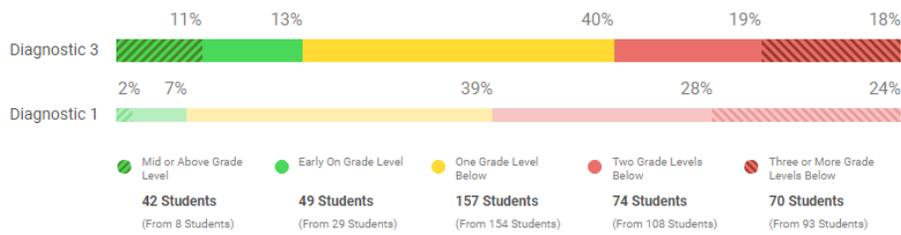
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan(s)?

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. There has been a focused used and implementation of both Heggerty and SIPPS which has allowed for Joshua to increase and enhance literacy significantly from diagnostic 1 to diagnostic 3 in 23-24. Joshua will continue to support later grades as we sustain growth for students after ending the grant.

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Overall Placement

Students Assessed/Total: 392/521



Grade	Diagnostic	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Grade K	Diagnostic 3	23%	30%	47%	0%	0%
	Diagnostic 1	3%	10%	87%	0%	0%
Grade 1	Diagnostic 3	10%	12%	71%	7%	0%
	Diagnostic 1	2%	2%	79%	17%	0%
Grade 2	Diagnostic 3	13%	15%	41%	31%	0%
	Diagnostic 1	1%	8%	33%	57%	0%
Grade 3	Diagnostic 3	9%	17%	26%	30%	17%
	Diagnostic 1	2%	13%	23%	25%	38%

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

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The LEA is utilizing other grant funds to support a literacy coach for Joshua Elementary School, and is looking to further that work moving forward to other sites, as we have seen significant impact in grades K-3. The district and the site will continue the work that we found to be of the most impact, that being targeted use of Heggerty and SIPPS to support early learning, phonics and phonemic awareness, as well as maintaining the position of literacy coach.

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?

As a result of the ELSB work we have learned that there is a need to provide ongoing training, monitoring, evaluation, and flexibility in terms of teaching early literacy and targeting instruction towards students throughout the district. We have found that early intervention is the key to supporting students in building their literacy skills. We also found that this grant provided us the ability to reach families and worked to target that family work around the core reading strategies being taught in the school.

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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: Joshua 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.

The “big picture” goal for year three was to continue to implement key areas located on the language comprehension side of Scarborough’s Rope. These practices were to include, selecting a vocabulary routine, while continuing to support students with early phonics instruction. We focused on the implementation of the new phonics curriculum, maintain year-one practices, and prepare for moving toward sustainability of practices to maintain a continuous improvement cycle for students to enhance literacy and comprehension.

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

The school site continued to implement the phonemic awareness curriculum, both SIPPS and Heggerty, and carried out the implementation of focused work on vocabulary routines. Joshua supported continuous professional development in structured literacy. The school continued with an MTSS para program to support trained paras to support small group instruction. Each grade-level team participated in collaborative teams, built routines, and supported one-another through peer lesson studies. The Literacy Leadership Team, as well as the site Instructional Leadership Team worked towards a targeted focus on PDSA cycles within grade levels.

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

Metrics to measure progress include classroom walkthroughs using a literacy-calibrated tool, teacher efficacy surveys, and students achievement data using iReady.

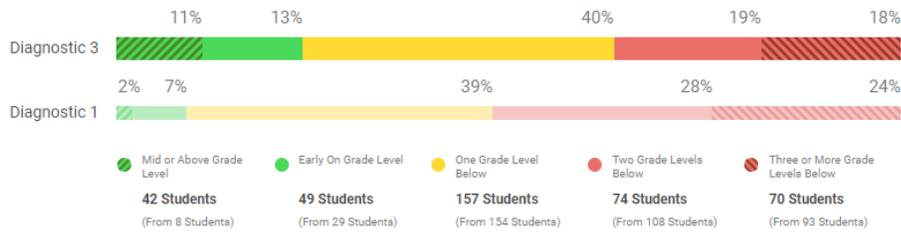
Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Commented [EF1]: Will paste two more sets of questions following review.

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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.

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iReady:

We are finding that 53% of Joshua students are scoring above or at grade level in Kinder from 13%; 22% are scoring at or above grade level in grade 1 from 4%; 28% are scoring at or above in grade 2 from 9%; and 26% are scoring at or above grade level in grade 3 from 15%. This shows that Joshua continues to see growth that outpaces the district in terms of early literacy attainment.

Walkthrough data:

During 42 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

72% Systematic and Explicit

72% Opportunities for Practice

91% Perky Pace

Word Recognition:

85% included Phonological Awareness (Heggerty lessons)

68% included Phonics instruction (SIPPS)

Language Comprehension:

79% background knowledge

92% Vocabulary

10% language structures

71% verbal reasoning

42% literacy knowledge

Teacher Efficacy Survey:

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Teachers began the year in a space where they reported being more comfortable with their ability to support phonics than has been seen in the past. The school site continued to support staff in receiving training and support from the literacy coach and peers, the final efficacy survey indicated all staff felt knowledgeable in phonics instruction and successful in teaching their students. Teachers at Joshua are increasingly excited to teach our students using the methods provided through our trainings.

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

The most notable changes resulting from the grant work at Joshua Elementary School have been the sustainability of staff. This unexpected benefit from the literacy grant became clear after extensive discussions with the leadership team and teachers. We discovered that the focused presence of the site principal, the support of the literacy coach, and the academic backing of the site instructional coach around a crucial, well-respected initiative were key factors in maintaining our staff at Joshua Elementary.

Previously, Joshua Elementary experienced up to 40% turnover of instructional staff year over year. Another significant change is the increased efficacy of both students and teachers in literacy. Teachers now deeply understand the work required to support kindergartners in acquiring the necessary reading skills. Data mastery has become a constant at this site, with teachers taking pride in building and supporting relationships with students as they progress through Scarborough's rope to comprehension.

In the 23-24 school year, Joshua also made significant strides in supporting Social Emotional Learning (SEL). Although this initiative is still in its early stages, it was identified as essential to sustaining the progress made in early literacy.

Additionally, Joshua Elementary has implemented new family engagement practices centered around data and literacy. The principal has introduced data chats with families, coffee meetings focusing on literacy, and has maintained accessibility for families, ensuring that literacy remains a focal point in all aspects of the program.

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

Work is being sustained through various actions:

1. The site and district are committed to ensuring a well-trained literacy coach is present at the school to support reading development and build teacher capacity and efficacy.
2. Funding has been identified to support this work, with the assistance of the Director of Continuous Improvement, Compliance, and Accountability. The site will participate in the LCRSET grant to expand the work. Regardless of this

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funding source, the district has secured funds to continue this initiative, even if subsequent grants are not received.

3. All teachers at Joshua Elementary will receive support to enhance their capacity for reading instruction across all grade levels. This effort aims to foster growth in reading skills as the school transitions into a K-8 program.
4. Social-Emotional Learning (SEL) is being sustained through a collaborative approach between site leadership and staff.
5. The school has enhanced the use of instructional paraeducators to support both social-emotional development and strengthen student-adult connections, particularly in challenging areas.
6. Family engagement is being maintained through consistent training and retraining using a dual capacity framework.

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