

# Early Literacy Support Block Grant Annual Report

## Implementation Year 1: 2021–22

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.

On an annual basis, each LEA with an eligible school shall submit to the California Department of Education, the school site council at each eligible school, and the governing board or body of the LEA a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the LEA's website.

For Implementation Year 1 (2021–22), the LEA Program Lead shall complete the template below and submit this form to [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) by **June 30, 2022**.

LEA Name: San Bernardino City Unified School District

Program Lead: Amy Coker                      Email/Phone: 909-381-1100

Fiscal Lead: Trieste Huey                      Email/Phone: 909-381-1154

Eligible Participating School(s): Lincoln Elementary School

1. SBCUSD (909) 381-1100	6.
2. Amy Coker <a href="mailto:Amy.Coker@sbcusd.k12.ca.us">Amy.Coker@sbcusd.k12.ca.us</a> (909) 381-1100	7.
3. Trieste Huey <a href="mailto:Trieste.Huey@sbcusd.k12.ca.us">Trieste.Huey@sbcusd.k12.ca.us</a> (909) 381-1154	8.
4. Lincoln Elementary School (909) 388-6370	9.
5. Ramon Velasco, Site Administrator <a href="mailto:Ramon.Velasco@sbcusd.k12.ca.us">Ramon.Velasco@sbcusd.k12.ca.us</a> (909) 388-6370	10.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

LEA URL for public posting of ELSB Grant Reports: Select to enter text.

**NOTE:** Please indicate N/A in all sections that do not apply.

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1. In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

2021-2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	<i>Our district has supported schools developing climate and culture plans incorporating Restorative Justice principles and practices as well as PBIS principles.</i>	<i>A district point of contact is now established for the 2022-2023 school year.</i>	<i>We met as a school committee to establish first instruction routines and developed procedures to impact instructional processes.</i>	<i>There was an inconsistency in the establishment of the routines and procedures. Routines need to be systematic across the school.</i>
Social-emotional learning	<i>Our district has supported schools in building out SEL practices aligned to our adopted SEL curriculum Second Step.  In July of 2021, the SWSS Department provided professional development</i>	<i>A district schedule with aligned curriculum has been established for sites to utilize during the 2022-2023 school year.</i>	<i>The school climate and culture in collaboration with the school counselor have consistently met to establish and develop daily, weekly, and monthly calendars for SEL lessons to be presented to scholars school-wide.</i>	<i>There was an inconsistency in the implementation of the agreed upon routines and procedures. Routines need to be systematic across the school. Educators need to be retrained in the routines</i>

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	<i>on the SEL curriculum Second Step.</i>			<i>and procedures agreed upon.</i>
Experience of pupils below grade-level standard on the ELA content standards	<i>District is providing CORE training and coaching to each site. A program specialist who specializes in literacy instruction is available for consultation.</i>	<i>Walkthroughs at the site level indicated a greater need for job-embedded coaching and demonstration lessons.</i>	<i>Based on our NWEA (benchmark) Assessment, students are experiencing 50% or less success in grade level achievement.</i>	<i>Based on Administrative analysis and benchmarking walkthroughs and instructional rounds, it is determined that first instruction is to be improved with specific routines and procedures as specified in our literacy plan.</i>
Experience of families of pupils below grade-level standard on the ELA content standards	<i>Family Engagement worked in collaboration with Elementary Instruction to provide parent workshops at the district level.</i>	<i>Site specific workshops can be supported through site-assigned family liaison in collaboration with site and district personnel.</i>	<i>Families are experiencing Covid regression in relation to student learning. Multiple families are expecting and requesting additional academic support with extended learning inclusive of before, during, and after school.</i>	<i>Our school site has the plan for the 22-23 school year for extended learning specifically before and after school at 45 minute blocks each. Further, the school has established a learning center aimed to serve 150 students daily and within grade level rotations. Finally, the site has a targeted universal access time to support the lack of growth in the ELA grade level standards.</i>

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2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

<i>2021–2022</i>	<i>LEA Strength</i>	<i>LEA Weakness</i>	<i>School-Level Strength</i>	<i>School-Level Weakness</i>
<i>Pupil performance data in ELA</i>	<p><i>NWEA: 3.7% of 2nd grade students meeting proficiency in reading.</i></p> <p><i>9.2% of 3rd grade students meeting proficiency in reading.</i></p> <p><i>13.9% of 2nd grade students meeting proficiency in reading.</i></p> <p><i>15.2% of 3rd grade students meeting proficiency in reading.</i></p> <p><i>32.5% of 2nd grade students nearly met proficiency.</i></p>	<p><i>NWEA: 49.9% of 2nd grade students are “red” or two years below grade-level.</i></p> <p><i>49.3% of 3rd grade students are “red” or two years below grade-level.</i></p>	<p><i>NWEA: CORE Phonics Survey: In grades K-3, we saw an overall increase in English Language Arts performance falling slightly below the expectation.</i></p>	<p><i>Based on Administrative analysis and benchmarking walkthroughs and instructional rounds, it is determined that first instruction is to be improved with explicit specific routines and procedures as it pertains to literacy instruction.</i></p>

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	26.2% of 3rd grade students nearly met proficiency.			
<i>Data on effective practices (reference previous chart)</i>	<i>Use of instructional routines in the classroom. Site teachers observed another site to observe instructional routines in the classroom.</i>	<i>Inconsistency from site to site and classroom to classroom.</i>	<i>Based on Administrative analysis and benchmarking walkthroughs and instructional rounds, it is determined that first instruction is to be improved, specifically the effective instructional routines (phonological awareness, phonics &amp; word recognition, fluency, vocabulary, and comprehension).</i>	<i>Additional training, coaching, and collaborative conversations are necessary to establish the importance of instructional routines to improve effective practice and implementation.</i>
<i>Data on ineffective practices (reference previous chart)</i>	<i>The district is providing training for all sites in early literacy for the 2022-2023 school year.</i>	<i>Up to this point, it has been an option for teachers to attend professional development. The number of teachers attending has been inconsistent.</i>	<i>Based on Administrative analysis and benchmarking walkthroughs and instructional rounds, it is determined that ineffective implementation of practices and routines are not utilizing the first instruction (Tier 1).</i>	<i>Additional training, coaching, and collaborative conversations are necessary to establish the importance of instructional routines to improve effective practices and their implementation.</i>
	<i>Although minimal, SBCUSD did see an</i>	<i>SBCUSD has significant equity gaps in our 18-19</i>	<i>Our data shows three groups not reflecting</i>	<i>Access and Equity training as well as strategic added</i>

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<i>Equity and performance gaps</i>	<i>increase from 17-18 to 18-19 of the percentage of students who met or exceeded standards on the 3rd grade ELA SBAC from 48.22% to 48.54%.</i>	<i>SBAC 3rd grade ELA data. While 38.61% of white students met or exceeded grade level standards in reading, only 15.20% of African American students, 17.91% of Latino students, and 18.88% of Pacific Islander students met or exceeded standards.</i>	<i>adequate and effective performance. ELL, Special Ed, and AA groups continue to perform below expectations on Benchmarks, Formative Assessments and classroom assessments reflecting a lack of effective access and equitable instructional support.</i>	<i>support will be planned for these subgroups to develop equitable practices in classrooms.</i>
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3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p><i>Build comprehensive literacy skills of K-3 educators with embedded SEL strategies through professional development participation and implementation.</i></p>	<p><i>We will build literacy skills with embedded SEL strategies to develop the knowledge of educators as evidenced by 100% of our K-3 staff attending on-site, off-site, and/or distance learning professional development opportunities by May 30, 2024. Literacy skills will include concepts of print, phonemic awareness instruction, oral language development, phonics, sight word recognition, vocabulary, fluency, listening, reading comprehension including aligned assessments.</i></p> <ul style="list-style-type: none"> <li>● <i>By May 30, 2022, we will provide initial</i></li> </ul>	<p><i>In support of goal 2, we will measure progress and growth using the following assessments:</i></p> <ul style="list-style-type: none"> <li>● <i>Sign-in sheets</i></li> <li>● <i>Follow-up learning cycle</i></li> <li>● <i>Teacher observation with feedback</i></li> <li>● <i>Lesson study/protocol</i></li> <li>● <i>Data review cycles</i></li> <li>● <i>Vertical/grade level articulation &amp; planning</i></li> <li>● <i>PD Calendar</i></li> </ul>	<p><i>Due to our school's lack of personnel much of our planned training, coaching and collaborative work was not able to be put in place as per our plan.</i></p>

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		<p><i>training for all K–3 and support staff, and provide monthly follow up sessions.</i></p> <ul style="list-style-type: none"> <li>● <i>By the first month of school, August 2021, differentiated student groups will be formed based on assessment data.</i></li> </ul>		
<p>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</p>	<p><i>Develop a systematic foundational skills program with embedded SEL strategies across grades K-3. Universal Access throughout our site will be instituted as a systemic approach of support to our literacy instruction.</i></p>	<p><i>We will implement an explicit, structured, and systematic foundational skills program embedded with inclusive, equitable instructional practices and SEL strategies including assessment across K-3 classrooms by May 30th, 2024, monitored by a 6 week progress-monitoring assessment cycle. Systems that will be developed are; concepts of print, phonemic awareness instruction, oral language development, phonics, sight word recognition, vocabulary, fluency,</i></p>	<p><i>In support of goal 1, we will measure progress and growth using the following assessments:</i></p> <ul style="list-style-type: none"> <li>● <i>CORE Phonics &amp; Decoding Survey</i></li> <li>● <i>NWEA (Early Literacy)</i></li> <li>● <i>Wonders Fluency Hasbrouck &amp; Tindal norms</i></li> <li>● <i>Common Formative Assessments (ELA)</i></li> <li>● <i>PD Calendar</i></li> <li>● <i>A calendar and schedule will be observed for Universal access.</i></li> </ul>	<p><i>The Lincoln staff attended the NWEA overview professional development on 10/4/21 (all staff). This professional development included an in-depth overview of how to identify student and class data to best target literacy instruction. (Class Profile Beta Report &amp; Growth Report.)</i></p> <p><i>10/7/21 3rd Grade Fluency Data analysis through Class Record Form</i></p> <p><i>10/18/21 Phonics &amp; Decoding K-1 Data analysis</i></p> <p><i>10/20/21 Mr. Morgan shared a CORE phonics sequence video for the site along with a</i></p>



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		<p><i>listening, reading comprehension, including aligned assessments.</i></p> <ul style="list-style-type: none"> <li>● <i>By August 2022 (Year 2), we will utilize the CORE Phonics &amp; Decoding Survey (online), NWEA, Wonders Fluency Hasbrouck &amp; Tindal norms, and Common Formative Assessments for year 2 implementation.</i></li> <li>● <i>By the first month of school, August 2021, differentiated student groups will be formed based on placement data.</i></li> </ul>		<p><i>google classroom (Tier 2 resources uploaded)</i></p> <p><i>11/8/21 - Lincoln staff attended the Foundational Skills Explicit Instruction Tier 1.</i></p> <p><i>11/15/21 - Lincoln staff received a Professional Development on Foundational Skills Small Group Targeted Instruction PD.</i></p> <p><i>2/7/22 Lincoln staff attended the NWEA Growth Data Analysis PD. <a href="#">link</a></i></p>
<p>Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English</p>	<p><i>In support of goal 1: By September 2021, Lincoln Elementary will hire a literacy coach, pending approval from Human Resources, to work with students in grades K–3,</i></p>	<p><i>Lincoln Educators will participate in PD specific to the ELA/ELD Framework components of literacy through application and implementation of</i></p>	<p><i>Lincoln Elementary will utilize the Illuminate data system to maintain on-going assessment data for tracking purposes and data support for monitoring growth. Through (ELD</i></p>	<p><i>Teachers attended Professional Development with standards/framework literacy components: letter knowledge, phonemic awareness, phonics, oral</i></p>

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<p>Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction</p>	<p><i>focusing specifically on foundational reading skills using the SIPPS curriculum.</i></p> <p><i>In support of goal 2 but not included in the budget funding: By the end of August 2022, all 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 &amp; vocabulary (Isabel Beck: Vocabulary (Academic &amp; Domain Specific Tiered Vocabulary)), fluency and comprehension. (Framework Chapters 3, 4).</i></p>	<p><i>integrated and designated ELD.</i></p> <p><i>As seen in our <a href="#">Root Cause Analysis</a>, and our <a href="#">Needs Assessment</a>, increased teacher access to professional development training and implementation to improve data in areas of Early Literacy/Literacy (letter knowledge, phonemic awareness, phonics, fluency, vocabulary, comprehension).</i></p> <p><i>Attached is our job description for the hiring of our site literacy coach <a href="#">job description</a>.</i></p>	<p><i>portfolios) progress monitoring of ELD growth will guide instruction and support differentiation.</i></p>	<p><i>language, &amp; vocabulary. (Phonics Routine)</i></p> <p><i>11/8/21 All staff attended PD (Foundational Skills) Professional Development on providing explicit Instruction, Tier 1 Instruction.</i></p> <p><i>11/15/21 Lincoln attended the Small Group Instruction, Universal Access PD.</i></p> <p><i>1/24/22 Lincoln staff attended the “Overview of Foundational Skills” PD (topic on Literacy Plan) <a href="#">link</a></i></p> <p><i>3/7/22 - We provided a Foundational Skills Phonics Protocol PD for the Lincoln staff.</i></p> <p><i>3/14/22 - Lincoln staff attended the Integrated &amp; Designated ELD Part 1.</i></p> <p><i>4/11/22 - Lincoln staff attended the Integrated &amp; Designated ELD Part 2 Professional Development.</i></p>
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4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
<p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials</p>	<p><i>Build comprehensive literacy skills of K-3 educators with embedded SEL strategies through professional development participation and implementation.</i></p>	<p><i>By December 2021, Lincoln Elementary will purchase the SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i></p>	<p><i>Through purchasing SIPPS/Estrellitas to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS/Estrellitas curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS/Estrellitas placement and mastery assessments.</i></p> <p><i>Initial training, ongoing professional learning, and administrative monitoring</i></p>	<p><i>Lincoln Elementary has purchased SIPPS materials for site educators in grades K-3 (May, 2022). Training on this program is pending for July 2022 for proper and appropriate implementation as per our plan.</i></p>

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			<p><i>of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS/Estrellitas training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</i></p>	
<p>Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments</p>	<p><i>By 2023, the district assessment committee will provide recommendations to the LEA in purchasing formative assessments and professional development to support the administration and analysis.</i></p>	<p><i>The assessment committee will convene to review assessments, pilot, and provide recommendations.</i></p>	<p><i>Our site will continue to use our current established assessment pieces inclusive of NWEA, the district-built CFA's, and the CORE Phonics Survey as our key data driven sources.</i></p>	<p><i>Develop and continue the same assessments with data analysis. Continue the PDSA cycle to inform instruction.</i></p>

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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
<p>Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction</p>	<p><i>In 2022-2023, expanding learning opportunities will be offered to all families, TK-3. This includes enrichment as well as tutoring in support of literacy instruction.</i></p>	<p><i>Organize tutoring support for literacy instruction at the site level for the 22-23 school year.</i></p>	<p><i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i></p> <p><i>Students will have access to a summer school program, grades K-5, as well as the CAPS after school program.</i></p> <p><i>During the month of June, 2021, summer school will</i></p>	<p><i>Our school site has the plan for the 22-23 school year for extended learning specifically before and after school at 45 minute blocks each. Further, the school has established a learning center aimed to serve 150 students daily and within grade level rotations. Finally, the site has a targeted universal access time to support the lack of growth in the ELA K-3 grade level standards.</i></p>

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			<i>be provided for students K-3.</i>	
<p>Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction</p>	<p><i>Develop a systematic foundational skills program with embedded SEL strategies across grades K-3. Universal Access throughout our site will be instituted as a systemic approach of support to our literacy instruction.</i></p>	<p><i>In support of goal 1: Lincoln will provide before and after school small group instruction two-three times a week (one hour per session) that is aligned to students' specific areas of need based on assessment data (phonemic awareness, phonics, letter knowledge, fluency, vocabulary, comprehension). The SIPPS (or equivalent intervention) and Estrellita (DI) or Lunita (DI) programs will be utilized with before and after school tutoring. Students will be administered a placement assessment to determine specific areas of need and will be provided with progress monitoring minimally once a month. Student data will be analyzed to move students into small,</i></p>	<p><i>The SIPPS (or equivalent intervention) and Estrellita (DI) or Lunita (DI) programs will be utilized with before and after school tutoring. Students will be administered a placement assessment to determine specific areas of need and will be provided with progress monitoring minimally once a month. Student data will be analyzed to move students into small, flexible groups based on student need and growth.</i></p>	<p><i>Our school site has the plan for the 22-23 school year for extended learning specifically before and after school at 45 minute blocks each. Further, the school has established a learning center aimed to serve 150 students daily and within grade level rotations. Finally, the site has a targeted universal access time to support the lack of growth in the ELA grade level standards.</i></p>

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		<p><i>flexible groups based on student need and growth.</i></p> <p><i>Lincoln will implement adaptive literacy intervention rotations in the computer lab as part of the daily instructional time schedule.</i></p>		
<p>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</p>	<p><i>The district currently provides professional development on utilizing effective strategies to improve climate, pupil connectedness, attendance, and to reduce exclusionary discipline practices.</i></p>	<p><i>Continue to provide professional development to develop strategies to improve climate, pupil connectedness, attendance, and to reduce exclusionary discipline practices for the 22/23 school year.</i></p>	<p><i>In support of goal 1 but not included in the budget funding: Lincoln Elementary will implement the following strategies to improve climate, pupil connectedness, attendance, and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil’s time in school:</i></p> <ul style="list-style-type: none"> <li>● <i>Review Discipline Data (monthly meetings)</i></li> <li>● <i>PBIS Expectation Posters</i></li> <li>● <i>SEL/Community Circles - oral language development,</i></li> </ul>	<p><i>The following interventions will provide students with the tools to be successful in the classroom:</i></p> <ul style="list-style-type: none"> <li>● <i>Implementation of PBIS in the classroom and throughout the school. (Expectation per location.)</i></li> <li>● <i>To engage and promote learning in early literacy and foundational skills (letter knowledge, phonological awareness,</i></li> </ul>

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			<p><i>vocabulary, reading development K-3</i></p> <ul style="list-style-type: none"><li>• <i>Classroom libraries/ Read Alouds: Early literacy and foundational skills reading components: phonological awareness, phonics &amp; decoding, fluency, vocabulary</i></li><li>• <i>Schedule of PD for all support staff. Counselor Taught Lessons (3 x per year)</i></li><li>• <i>Assemblies to celebrate students and provide incentives.</i></li><li>• <i>Schedule of Attendance Assemblies</i></li><li>• <i>Schedule of PBIS assemblies.</i></li><li>• <i>Schedule of School Spirit assemblies inclusive of AVID.</i></li><li>• <i>Schedule of School Spirit Assemblies.</i></li><li>• <i>Schedule of Activities for recess, lunch and after school.</i></li></ul>	<p><i>phonics &amp; word recognition fluency,</i></p>
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<p>Strategies to implement research-based social-emotional learning approaches, including restorative justice</p>	<p><i>Build comprehensive literacy skills of K-3 educators with embedded SEL strategies through professional development participation and implementation.</i></p>	<p><i>We will build literacy skills with embedded SEL strategies to develop the knowledge of educators as evidenced by 100% of educators trained in restorative justice practices (PBIS Consortium and Guidelines CDE).</i></p> <ul style="list-style-type: none"> <li>● <i>By May 30, 2022, we will provide initial training for all K–3 and support staff, and provide monthly follow up sessions. on PBIS practices.</i></li> <li>● <i>By the first month of school, August 2021, differentiated student groups will be formed based on specific practices on PBIS.</i></li> </ul>	<p><i>In support of goal 2, we will measure progress and growth using the following assessments:</i></p> <ul style="list-style-type: none"> <li>● <i>Sign-in sheets</i></li> <li>● <i>Follow-up learning cycle on PBIS</i></li> <li>● <i>Teacher observation with feedback on 4:1 walkthroughs.</i></li> <li>● <i>Lesson study/protocol inclusive of PBIS practices.</i></li> <li>● <i>Data review cycles</i></li> <li>● <i>Specifically addressing suspension reduction rates for the year.</i></li> </ul>	<p><i>Teachers are having to undergo a mindset shift from discipline based processes into a restorative justice philosophy and practices.</i></p>
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Expanded access to the school library	<i>Books will be purchased to expand libraries. Digital programs for students to access digital books is currently in place.</i>	<i>There is a need to open up libraries for family checkout district-wide.</i>	N/A	<i>No librarian available, - library space is currently used for Covid isolation.</i>
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6. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **family supports**. [SB98 Sec113 (b)(e4A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and supports for pupils and families	<i>N/A Our school district currently provides support for students and families in utilizing trauma-informed practices and supports, therefore, we are not including it in this action plan.</i>	<i>N/A Our school district currently provides support for students and families in utilizing trauma-informed practices and supports, therefore, we are not including it in this action plan.</i>	<i>N/A Our school district currently provides support for students and families in utilizing trauma-informed practices and supports, therefore, we are not including it in this action plan.</i>	<i>N/A Our school district currently provides support for students and families in utilizing trauma-informed practices and supports, therefore, we are not including it in this action plan.</i>
Provision of mental health resources to support pupil learning	<i>N/A Our school district currently provides support for students and families by providing mental health resources through the SWSS Department,</i>	<i>N/A Our school district currently provides support for students and families by providing mental health resources through the SWSS Department,</i>	<i>N/A Our school district currently provides support for students and families by providing mental health resources through the SWSS Department,</i>	<i>N/A Our school district currently provides support for students and families by providing mental health resources through the SWSS Department,</i>

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	<i>(Student Wellness Services System) therefore, we are not including it in this action plan.</i>	<i>(Student Wellness Services System) therefore, we are not including it in this action plan.</i>	<i>(Student Wellness Services System) therefore, we are not including it in this action plan.</i>	<i>(Student Wellness Services System) therefore, we are not including it in this action plan.</i>
Strategies to implement multi-tiered systems of support and the response to intervention approach	<i>Develop a systematic foundational skills program with embedded SEL strategies across grades K-3. Universal Access throughout our site will be instituted as a systemic approach of support to our literacy instruction.</i>	<i>In support of goal 1 but not included in the budget funding, the following will occur: By August 2021, Lincoln Elementary will create a flow chart of diagnostic assessments for all components of foundational literacy skills per grade level spans, K-1, 2-3.  By October 2021, Lincoln Elementary will develop a RTI schedule time allotment to be used during the day for teachers grades K-3.  By September 2021, Lincoln Elementary will create a calendar of assessment due dates that is readily available</i>	<i>Creating a chart of diagnostic assessments will assist teachers with pinpointing students' levels of instruction. Example of flow chart for second grade:</i> <ul style="list-style-type: none"> <li>● <i>Administer reading comprehension screener (NWEA) and if not at grade level, administer oral fluency</i></li> <li>● <i>Administer oral fluency and if not at grade level, administer phonics decoding survey</i></li> <li>● <i>If experiencing difficulty on phonics decoding survey, administer phonological awareness screener</i></li> </ul>	<i>The effort to establish and implement multi-tiered systems of support requires more training and support of educators.</i>

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		<p><i>and accessible to all teachers grades K-3.</i></p> <p><i>In support of goal 2:</i></p> <p><i>By January 2022, Lincoln Elementary K-3 teachers will attend an intensive training on Scarborough’s reading rope (language comprehension, word recognition, skilled reading.)</i></p>		
<p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home</p>	<p><i>Build comprehensive literacy skills of K-3 educators with embedded SEL strategies through professional development participation and implementation.</i></p>	<p><i>In support of goal 2 but not included in the budget funding:</i></p> <p><i>By December 2021, we will develop two - three literacy workshops for parents (grades K-3) in order to support students’ literacy skills at home. This includes letter knowledge, phonemic awareness, phonics &amp; decoding, fluency, vocabulary, and comprehension.</i></p> <p><i>To further support academic achievements,</i></p>	<p><i>SPSA Noted and on September 09, 2021 and on October 20, 2022 executed parent literacy groups.</i></p>	<p><i>Two parent literacy workshops were held. Parents created make and take products to supports students from 1 K-3 on their vocabulary skills, blending routines and comprehension.</i></p>

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		<p><i>Lincoln Elementary will plan and execute parent outreach events and informational sessions in collaboration with the Parent Outreach Committee (composed by educators). The goal is to host at least 6 events at the site where parents are best capacitated in how to further support their children at home with literacy.</i></p> <p><i>Literacy workshops for parents of students grades K-3 will be provided as an opportunity to develop awareness and knowledge of effective literacy strategies for parents in order to support their students' literacy skills at home.</i></p> <ul style="list-style-type: none"><li>● <i>Elkonin boxes, word building activities, letter knowledge</i></li></ul>		
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		<i>flashcards, literacy games.</i>		
		<i>Family Literacy Night K-3</i>		
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	<i>The district has a parent portal. Students can take their devices home as well.</i>	<i>Not all parents may have access to the parent portal.</i>	<i>N/A Support for parent and community engagement are provided through district workshops, therefore, we are not including it in this action plan.</i>	<i>N/A Support for parent and community engagement are provided through district workshops, therefore, we are not including it in this action plan.</i>

7. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	<i>The district has supported schools developing climate and culture plans incorporating Restorative</i>	<i>The SWISS department will continue to provide support in climate and culture plans</i>	<i>N/A Not funded by the grant. The last assessment taken was Spring, 2022. No</i>	<i>N/A Not funded by the grant. The last assessment taken was Spring, 2022. No</i>

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	<i>Justice principles as well as PBIS principles through our SWSS department.</i>	<i>incorporating Restorative Justice principles including developing on-site learning.</i>	<i>results have been received yet.</i>	<i>results have been received yet.</i>
Social-emotional learning	<i>Our district has supported schools in building out SEL practices aligned to our adopted SEL Curriculum, Second Step.</i>	<i>The district will continue to provide support for sites in the area of SEL practices with alignment to the curriculum, Second Step.</i>	<i>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).</i>	<i>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,</i>

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				<i>build vocabulary and listening skills, and improve development of reading comprehension for students.</i>
Experience of pupils below grade-level standard on the ELA content standards	<i>The district has made progress this year with providing sufficient curriculum materials, PD, and teacher support in areas of the Foundational Skills as well as decoding and language comprehension. District-wide PD was provided through site clusters and CORE (Consortium of Reading and Excellence) professional development was offered to teachers in grades K-3.</i>	<i>The district will provide alignment across site clusters to provide professional development in the areas of foundational skills (phonics routine) as well as the areas of decoding and language comprehension for teachers.</i>	<i>Students who are below grade level receive 1:1 tutoring and/or support at the site.</i>	<i>Small group intervention systems are in place for the 22-23 school year.</i>
Families of pupils below grade-level standard on the ELA content standards	<i>Our district provides professional development for parents in the areas of literacy. Sites engage families through SSC meetings, literacy nights, and parent-teacher conferences. This is held</i>	<i>We still have a need to engage parents around literacy work. We would like to provide additional workshops for parents in the areas of early literacy. This would take place in</i>	<i>A school schedule was created to reflect the parent and community engagement events.</i>	<i>Parent workshops will be in place to provide strategies parents can use at home with their children to support reading growth.</i>



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	<i>in conjunction with a literacy task force.</i>	<i>conjunction with a literacy task force.</i>		
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8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	<i>NWEA: 3.7% of 2nd grade students meeting proficiency in reading.</i>	<i>NWEA: 49.9% of 2nd grade students “red” or two years below grade-level.</i>	<i>NWEA: See below for Reading scores <a href="#">Lincoln Reading Results 21/22</a> Winter</i>	<i>NWEA: Due to personnel limitations and formal educators assigned to third grade until late December,</i>

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	<p><i>9.2% of 3rd grade students meeting proficiency in reading.</i></p> <p><i>13.9% of 2nd grade students meeting proficiency in reading.</i></p> <p><i>15.2% of 3rd grade students meeting proficiency in reading.</i></p> <p><i>32.5% of 2nd grade students nearly met proficiency.</i></p>	<p><i>49.3% of 3rd grade students “red” or two years below grade-level.</i></p>		<p><i>we had limited academic growth in literacy.</i></p>
<p>Data on effective practices (reference previous chart)</p>	<p><i>SBCUSD provides district-wide PD across site clusters. The district has implemented 4 years of CORE professional development for district teachers K-5. SBCUSD has supported principals/teachers through walkthroughs at every school. This year the district purchased SIPPS and</i></p>	<p><i>Although site support implementation and alignment has improved across site clusters, we still have considerable room to grow our practice around early literacy and a foundational skills phonics protocol.</i></p>	<p><i>Due to personnel shortages, limited direct coaching and guidance on implementing effective practices was not fulfilled.</i></p>	<p><i>Lack of personnel limited the opportunities for coaching, developing, and guiding effective practices with educators.</i></p>

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	<i>Rewards for every year.</i>			
Data on ineffective practices (reference previous chart)	<i>Professional Development was provided for sites throughout the district in the area of ELA. (site clusters) Some sites were provided site-based Reading PD and support.</i>	<i>Professional Development in the areas of ELA will be provided for the 22-23 school year through a focused, aligned approach across site clusters.</i>	<i>Some initial signs of literacy instructional routines are visible in an inconsistent manner, however additional guidance and training will take place.</i>	<i>Ineffective practices continue to be “stand and deliver” educator practices.</i>
Equity and performance gaps	<i>Although minimal, SBCUSD did see an increase from 17-18 to 18-19 of the percentage of students who met or exceeded standards on the 3rd grade ELA SBAC from 48.22% to 48.54%.</i>	<i>SBCUSD has equity gaps in our 18-19 SBAC 3rd grade ELA data. While 38.61% of white students met or exceeded grade level standards in reading, only 15.20% of African American students, 17.91% of Latino students, and 18.88% of Pacific Islander students met or exceeded standards.</i>	<i>Our team will continue to experience training from the Equitable, Targeted Student Achievement Department on equitable practices to meet performance gaps for our neediest students.</i>	<i>“Stand and deliver” practices continue to impact student achievement as educators continue to perform general instruction without the equity lens and specific group differentiation.</i>

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9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
Access to high-quality instruction	<i>In support of Goal 2 but not included in the budget funding: By September</i>	<i>Continue this plan for the 22/23 school year since the 21/22 school year was</i>	<i>Continue this plan for the 22/23 school year since the</i>	<i>Monitor school-wide data in the area of foundational skills.</i>

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	<p><i>2021, 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.</i></p> <p><i>Effective strategies include: Visible Learning for Teacher Clarity, (from the Continuous Improvement Department) Kagan Strategies &amp; GLAD Strategies to support English Language Learners, (from the Multilingual Department), Technology, TPR (Total Physical Response) to benefit students through engagement, and AVID (from Elementary Instruction), to include equitable access for all students. Lincoln</i></p>	<p><i>staff to implement on its full.</i></p> <p><i>Educators will implement effective strategies to include:</i></p> <p><i>Visible Learning for Teacher Clarity, (from the Continuous Improvement Department) Kagan Strategies &amp; GLAD Strategies to support English Language Learners, (from the Multilingual Department), Technology, TPR (Total Physical Response) to benefit students through engagement, and AVID (from Elementary Instruction), to include equitable access for all students. Lincoln Elementary will continue to work with the ETSA (from Equity Targeted Student Achievement Department) to reach equitable and culturally proficient instructional practices.</i></p>	<p><i>21/22 school year was staff to implement on its full.</i></p>	<p><i>Beginning September 2022, Lincoln Elementary staff will participate in professional development monthly.</i></p> <p><i>The Lincoln staff will implement formative monitor assessment practices.</i></p>
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	<p><i>Elementary will continue to work with the ETSA (from Equity Targeted Student Achievement Department) to reach equitable and culturally proficient instructional practices.</i></p>			
<p>Support for literacy learning</p>	<p><i>We will implement an explicit, structured, and systematic foundational skills program embedded with inclusive, equitable instructional practices and SEL strategies including assessment across K-3 classrooms by May 30th, 2024, monitored by a 6 week progress-monitoring assessment cycle. Systems that will be developed are; concepts of print, phonemic awareness instruction, oral language development, phonics, sight word recognition, vocabulary, fluency, listening, reading comprehension, including aligned assessments.</i></p>	<p><i>Support for literacy learning is on-going throughout the district. Professional development will continue for the 2022-2023 school year and will be provided through site clusters.</i></p>	<p><i>Continue this plan for the 22/23 school year since the 21/22 school year was staff to implement on its full.</i></p>	<p><i>Monitor school-wide data in the area of foundational skills through the CORE Phonics &amp; Decoding Survey as well as NWEA assessment results.</i></p>

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	<ul style="list-style-type: none"> <li>● <i>By August 2022 (Year 2), we will utilize the CORE Phonics &amp; Decoding Survey (online), NWEA, Wonders Fluency Hasbrouck &amp; Tindal norms, and Common Formative Assessments for year 2 implementation.</i></li> <li>● <i>By the first month of school, August 2021, differentiated student groups will be formed based on placement data.</i></li> </ul>			
Pupil supports	<p><i>In support of goal 1: By September 2021, Lincoln Elementary will hire a literacy coach, pending approval from Human Resources, to work with students in grades K–3, focusing specifically on foundational reading skills</i></p>	<p><i>A literacy coach has been hired (May, 2022) to provide coaching and early literacy instruction in grades K-3.</i></p>	<p><i>Continue this plan for the 22/23 school year since the 21/22 school year was staff to implement on its full.</i></p>	<p><i>A literacy coach has been hired (May, 2022) to provide coaching and early literacy instruction in grades K-3 to work with teachers through the modeling of explicit direct instruction in the areas of literacy.</i></p>

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	<p><i>using the SIPPS curriculum.</i></p> <p><i>In support of goal 1: Lincoln will provide before and after school small group instruction two-three times a week (one hour per session) that is aligned to students' specific areas of need based on assessment data (phonemic awareness, phonics, letter knowledge, fluency, vocabulary, comprehension).</i></p> <p><i>K-3 students will be given access to online reading resources to build areas of foundational skills (letter knowledge, phonemic awareness, word building skills, high frequency words, vocabulary, and comprehension).</i></p> <p><i>This is a priority because based on the <a href="#">Root Cause Analysis</a>, the majority of students in third grade are</i></p>			<p><i>Tools include the curriculum - Wonders/Maravillas as well as SIPPS.</i></p> <p><i>Monitor implementation.</i></p>
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	<i>not able to decode and comprehend grade level texts.</i>			
<b>Family supports</b>	<p><i>In support of goal 2 but not included in the budget funding:  By December 2021, we will develop two - three literacy workshops for parents (grades K-3) in order to support students' literacy skills at home. This includes letter knowledge, phonemic awareness, phonics &amp; decoding, fluency, vocabulary, and comprehension.</i></p> <p><i>To further support academic achievements, Lincoln Elementary will plan and execute parent outreach events and informational sessions in collaboration with the Parent Outreach Committee (composed by educators). The goal is to host at least 6 events at the site where parents are best capacitated in how to</i></p>	<i>Continue to support the plan for the 2022-2023 school year as covid conditions impacted implementation.</i>	<i>Continue to support the plan for the 2022-2023 school year as covid conditions impacted implementation.</i>	<p><i>The site will continue to support the plan for the 2022-2023 school year as covid conditions impacted implementation.</i></p> <p><i>By December 2022, we will develop two - three literacy workshops for parents (grades K-3) in order to support students' literacy skills at home. This includes letter knowledge, phonemic awareness, phonics &amp; decoding, fluency, vocabulary, and comprehension.</i></p>

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	<p><i>further support their children at home with literacy.</i></p> <p><i>Literacy workshops for parents of students grades K-3 will be provided as an opportunity to develop awareness and knowledge of effective literacy strategies for parents in order to support their students' literacy skills at home.</i></p> <ul style="list-style-type: none"> <li>● <i>Elkonin boxes, word building activities, letter knowledge flashcards, literacy games. Family Literacy Night K-3</i></li> </ul>			
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**NOTE:** At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a non-consent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress

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implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]