

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

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 for each eligible participating school and submit this form to ELSBGrant@cde.ca.gov between **June 30, 2022** and **July 31, 2022**.

LEA Name: Oakland Unified School District

Program Lead: Romy Trigg-Smith

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Fiscal Lead: Troylynn Turner

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Eligible Participating School(s) – select box next to the site for which this report applies:

<input type="checkbox"/> 1. New Highland Academy	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): CDE, SCOE, Pivot/CORE

LEA URL for public posting of ELSB Grant Reports:

<https://www.ousd.org/earlyliteracysupportblockgrant>

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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)]

2020–2021	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>N/A We did not consider this the core issue during our root cause analysis.</i>	PBIS implementation including: <ul style="list-style-type: none"> - explicitly teaching school wide behaviors & routines - universal acknowledgment system 	<i>N/A We did not consider this the core issue during our root cause analysis</i>
Social-emotional learning	<i>Our district has supported schools in building out SEL practices aligned to our adopted SEL curriculum, Caring School Community.</i>	<i>N/A We did not consider this the core issue during our root cause analysis.</i>	PBIS Implementation alongside character education embedded in EL Ed curriculum and the support of a community schools manager to support SEL by including: <ul style="list-style-type: none"> - monthly core value assembly and awards - conflict resolution team 	<i>N/A We did not consider this the core issue during our root cause analysis</i>

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			<ul style="list-style-type: none"> - school clean up team - morning meetings 	
<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p><i>Our LEA (Oakland Unified School District) at the time of the ELSB root cause analysis had different ELA curriculum used across schools and no explicit expectation for Word Recognition instruction. Our LEA has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Decoding and Language Comprehension (both strands of Scarborough’s rope).</i></p>	<p><i>The district recognizes there has been a lack of expectation around explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students along with appropriate training and ongoing support. Additionally, the district has recognized a root cause in students’ poor development of language comprehension due to lack of exposure to complex text through core curriculum and strong designated English Language Development. The district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction</i></p>	<ul style="list-style-type: none"> - Differentiated block to provide explicit phonics skills instruction using SIPPS - <i>Heggerty and Handwriting Without Tears</i> to support phonemic awareness and letter id - Year 2 EL Ed implementation to provide access to complex text 	<ul style="list-style-type: none"> - Teachers need more support from feedback and observations to improve their implementation of all our foundational skills programs - Teachers need more professional learning around the purpose and arc of our foundational reading skills programs - We have gaps in our data collection around phonemic awareness, phonics, ELD,

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		<p><i>around complex text including explicit vocabulary instruction as well as designated ELD.</i></p>		<p>and comprehension.</p> <ul style="list-style-type: none">- Need to determine and implement next steps from our data analysis- Need time to identify appropriate scaffolds in our EL Ed curriculum so that lessons are not over-scaffolded (i.e. where teachers do all the heavy lifting) or under-scaffolded (i.e. where students are provided too little support.)- Need to plan and prepare lessons so that lessons build on each other and clearly support the end
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				<p>of unit/module task</p> <ul style="list-style-type: none"> - Need to provide training and clear expectations around designated ELD systems, curriculum, and instruction. <p>See root cause analysis from 2021 LAP</p>
<p>Experience of families of pupils below grade-level standard on the ELA content standards</p>	<p><i>In OUSD our schools engage families in diverse ways through SSC meetings, literacy nights, and parent-teacher conferences, Additionally our Office of Equity trains and supports the family engagement staff (e.g. outreach coordinators and family navigators) at sites to build family relationships and host relevant events for the site.</i></p>	<p><i>However, our root cause analysis reflected a need for a central strategy and coherent support for schools to engage parents around literacy work (e.g. how to interpret data/assessments, milestones to track for progress in literacy, clear communication around curriculum and program).</i></p>	<p>Select to enter text.</p>	<p>N/A</p> <p>We did not consider this the core issue during our root cause analysis</p>

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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)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	<p><i>Our LEA (Oakland Unified School District) increased the percentage of students exceeding standard on the 3rd Grade ELA SBAC from 17-18 to 18-19 by 1% and decreased the percentage of students not meeting standard by 1%.</i></p> <p><i>In 20-21, by the Spring (May), we had 51% of K-3rd grade students early-mid-above level on i-Ready reading.</i></p> <p><i>We had 90% of 3rd graders pass out of (show proficiency on) the Phonological Awareness domain in i-Ready, and 80% pass out of the HFW domain in i-Ready.</i></p>	<p><i>In our LEA (Oakland Unified School District) we had only 35.1% of all 3rd graders meet or exceed standard on the the ELA SBAC in 18-19 and 42.2% of students were below standard.</i></p> <p><i>In 20-21, by the Spring (May), Only 31% of 2nd graders were proficient in the Phonics domain of i-Ready.</i></p> <p><i>33% of 3rd graders were performing 2 or more grade-levels below in phonics.</i></p> <p><i>We did not have data collection practices around SIPPS Mastery</i></p>	<p>K Letter id: Increased by 20% in November & March. 72% of K students met the letter ID benchmark by the end of the year.</p> <p>SIPPS mastery goals: 54% meeting goal in 2nd grade at end-of-year</p>	<p>K Letter Id: 40% of K students SIPPS ready in November</p> <p>SIPPS mastery goals: 29% of K students and 22% of 1st grade students meeting goals</p> <p>i-Ready Overall: 10% on grade level</p> <p>i-Ready Needs Analysis: Phonics: 47% of K, 72% of 1s, and 71% of 2nd grade students are 1 or more grade levels below in phonics</p>

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		<i>Tests, DIBELS, or letter naming.</i>		
Data on effective practices (reference previous chart)	<i>Our LEA (Oakland Unified School District) at the time of the ELSB root cause analysis had piloted EL Education to support Language Comprehension instruction and providing students with exposure to rich complex text, robust vocabulary, and explicit language instruction. Additionally, 16 schools in the early literacy cohort were implementing SIPPS curriculum and DIBELS assessments.</i>	<i>In our LEA (Oakland Unified School District), at the time of the ELSB root cause analysis, one of the weaknesses was that we were not collecting academic practice data on effective practices (e.g. % of classrooms implementing foundational skills curriculum, rubric ratings on implementation rubrics, etc.).</i>	-Differentiated block that allows teachers to teach at least 2 SIPPS groups -Year 2 in our implementation of EL Ed. which provides a standards based curriculum with rich complex text	-No system of regular coaching with observations and feedback for teachers to improve their practice
Data on ineffective practices (reference previous chart)	<i>In our LEA (Oakland Unified School District), at the time of the ELSB root cause analysis, we knew which schools were implementing Lucy Calkins Reading and Writing workshop and which schools were implementing EL Education. We also knew which schools had not incorporated or implemented Word</i>	<i>Our LEA (Oakland Unified School District), at the time of the ELSB root cause analysis, had different ELA curriculum used across schools and no explicit expectation for Word Recognition instruction.</i>	-Not using our data to improve our instruction. We need more time dedicated to analysis and identification of next steps for individuals or groups of students	-We need to incorporate analysis regularly into our PLC structures.

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	<i>Recognition instruction in their literacy program (eg. SIPPS or Heggerty).</i>			
Equity and performance gaps	<p><i>Although minimal, OUSD did see an increase from 17-18 to 18-19 of the percentage of Latino students who met/exceeded standard on the 3rd grade ELA SBAC from 22.9% to 23.9% of Latino students meeting or exceeding standard.</i></p>	<p><i>Our LEA (Oakland Unified School District) has significant equity gaps in our 18-19 SBAC 3rd grade ELA data. While 74.5% of white students met or exceeded standard only 19% of African American Students, 23.9% of Latino students, and 12.5% of pacific islander students met or exceeded standard.</i></p> <p><i>In 20-21, by the Spring (May), we had 35.3% of Latino K-3 students at green (early-mid-late grade-level) in i-Ready Reading and 41.4% of African American K-3 Students at green (early-mid-late grade-level) in i-Ready, compared to 81.3% of white K-3 students at green (early-mid-late grade-level) in i-Ready</i></p>	<p>i-Ready Needs Analysis: Phonics: 58% of Black students are 1 or more grade levels below in phonics versus 62% of Latino students.</p> <p>i-Ready Overall Placement: 14% of black students are mid-above grade level versus 8% of Latino students</p>	<p>i-Ready Needs Analysis: Phonics: 62% of ELs are 1 or more grade levels below in phonics versus 55% of students who are not ELs</p> <p>i-Ready Overall Placement: 7% of English learners are mid-above grade level versus 20% who are not ELs</p>

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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>Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p>Overall Goal: 2a. Instruction and PD: Decoding</p> <p>By May 2022, We will improve in our knowledge and skills of systematic explicit instruction to improve instruction in our foundational skills program by providing:</p> <ul style="list-style-type: none"> ● A foundational PD series on the arc of reading instruction and professional learning in the foundational skills programs that will be used at each grade level ● Regular, timely, relevant, constructive feedback from observations 	<p>1. By August 2021, hire a 1.0 literacy coach to work with teachers, tutors, and students in grades K–3, focusing specifically on systematic and explicit instruction of foundational reading skills using the SIPPS curriculum and improving oral language using integrated and designated ELD.</p> <p>2. By August 2021, stipend extra hours beyond their contract for ILT members to plan and lead professional learning.</p>	<ol style="list-style-type: none"> 1. Learning walks 2. Completing SIPPS pacing 3. Improvement in percentage of students meeting SIPPS mastery goals 4. PD, collaboration, and observation calendar 	<p>1. Learning walks: Met</p> <p>The action of hiring a literacy coach to work with teachers and tutors was met. This action was supported by participating in 3x a year learning walks with the district literacy team. This team supported our early literacy coach to observe and provide feedback to K-2 teachers.</p> <p>2. Completing SIPPS pacing: Partially Met</p> <p>We improved our communication to teachers around SIPPS goals and pacing. K teachers got closer to meeting pacing goals, 1st grade teachers mostly met the pacing goals. 2nd grade teachers did not. Many 2nd</p>

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				<p>grade students came in multiple years below grade level. In 2/3 classes students place in K level phonics. Still students did not meet differentiated goals in 2nd grade. This was partially due to having one new 2nd grade teacher and one 2nd grade teacher out on leave which affected the pacing of lessons.</p> <p>3. Improvement in percentage of students meeting SIPPS mastery goals: Partially Met</p> <p>K: Improved in students meeting letter id target by November. +15% met goal of knowing 20+ letters from 38% last year to 53% this year. Additionally by the end of the year 90% of K students met goal of 20+ letters, a +18% gain from 72% the year before. However, in SIPPs the % meeting their goals stayed the same. 30% met SIPPS goals.</p> <p>1st: Improved % meeting SIPPS goals from 22% to 49%.</p>
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				<p>2nd: Decreased % meeting SIPPS goals from 54% to 29%.</p> <p>4. PD, collaboration, and observation calendar: Partially Met</p> <p>Teachers had access to PD to improve designated ELD and EL ED comprehension and oral language instruction through 2 cycles of professional learning dedicated to these topics. They had a regular space to collaborate weekly which included time in the agenda to look at SIPPS data but the degree to which this happened is not clear. We also had regular data analysis days scheduled at the end of every trimester. But days were not scheduled in the PD calendar for targeted learning around foundational skills curriculum.</p>
Development of strategies to provide culturally responsive	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.

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curriculum and instruction				
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>Overall Goal: 1. <i>Data Analysis and Progress Monitoring</i></p> <p>By May 2022, we will improve in collecting and analyzing data to identify next steps by:</p> <ul style="list-style-type: none"> • Developing and regularly referring to the assessment calendar (ie. assessment windows/deadlines, specific days for PD or PLC analysis) • Collecting data at regular intervals/progress monitoring • Dedicating time in PD/PLC to analyze data and identify targeted next steps for instruction 	<p>1. By June 2022, fund extended contracts for K-3 teachers to engage in Professional Learning/PD focused on using data to improve instruction. Include at least one professional learning community (PLC) meeting a month dedicated to analyzing data and data conferences after every benchmark in support of goal 1 (data collection and analysis). By year 2 we will dedicate one meeting a month specifically for tutors to analyze tier 2 data.</p> <p>2. By August 2021, hire a STIP sub to work with students in grades K–1, focusing specifically on providing tier 2 support in foundational reading skills using the SIPPS curriculum, to support with data collection, and data</p>	<ol style="list-style-type: none"> 1. on-time assessment completion 2. complete data collection forms/trackers and analysis tools 3. improved student outcomes in the measures we are tracking 	<ol style="list-style-type: none"> 1. on-time assessment completion: Met <p>The use of our STIP sub was very helpful to administer and collect all early literacy data on time.</p> <ol style="list-style-type: none"> 2. complete data collection forms/trackers and analysis tools: Met <p>The extra professional learning time was helpful to provide teachers time to analyze data and complete all trackers.</p> <ol style="list-style-type: none"> 3. improved student outcomes in the measures we are tracking: Partially Met <p>See specific data points from chart 3 item 3 above. Additionally, while we made time to analyze data at the end of the trimester, teachers</p>

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		conferences in order to meet goal 1 (data collection and analysis) and 3 (MTSS).		were focused on so many different data points they did not generate clear next steps. We did not ensure monthly time dedicated to analyzing formative SIPPS data and planning next steps to improve SIPPS instruction.
<p>Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English 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>Overall Goal: 2b. <i>Instruction and PD: Comprehension</i></p> <p>By May 2022, we will improve our implementation of EL Ed curriculum to extend student thinking and support academic discussion by providing:</p> <ul style="list-style-type: none"> • A content-integrated, language-rich classroom environment through print, complex text selection, and academic discussion • Explicit instruction and word play in strategic Tier 2 vocabulary • Designated ELD focused on language structures through key strategies including: language dives and sentence patterning charts. • Time in PLCs to backwards plan 	<p>By June 2023, fund extended contract for K-3 teachers to engage in professional development around integrated ELD: academic discussion & tier 2 vocabulary in support of goal 2B (improving instruction in the oral language strand).</p>	<ol style="list-style-type: none"> 1. Improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B) 2. increased student participation 3. evidence of key language features and elaboration in oral language & writing 4. students using academic vocabulary in oral language and written responses 5. fewer students needing vocabulary on i-ready diagnostic 	<ol style="list-style-type: none"> 1. Improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B): Partially Met <p>Improved on indicators 1A advanced planning and 2B checks for understanding. Made progress in citing evidence based on student work samples but not in EL Ed indicators.</p> <ol style="list-style-type: none"> 2. increased student participation: met <p>Improved student participation through use of protocols including: turn and</p>

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				<p>talk, equity sticks, triads, & lines of communication. Increased use of turn and talks from less than half of classes to 15/19 classes observed.</p> <p>3. evidence of key language features and elaboration in oral language & writing: partially met</p> <p>We focused on language features in our 1st cycle around designated ELD. We collected some data using the language growth tool overlay but we do not have sufficient data to identify if students continued to use language features. We focused on elaboration in our cycle focused on EL Ed Some grades used the EL Ed writing rubrics to analyze writing for elaboration but this data was not collected systematically and we are unable to determine if students used elaboration in their writing. 3rd grade standards mastery data suggests that this needs to be a continued focus for us.</p>
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				<p>4. students using academic vocabulary in oral language and written responses: partially met</p> <p>We have the same gaps in data collection of written assignments so we not able to fully assess if this outcome was met. However, we did see improvement in ELL focal indicator 2.3-students develop and use language to explain ideas, suggesting that students did use academic vocabulary in oral language.</p> <p>5. fewer students needing vocabulary on i-ready diagnostic: not met</p> <p>-4% decrease in students at grade level in vocabulary as measured by i-Ready diagnostic (from 11% to 7%) May be due to inaccuracies in our data from distance learning year to this year.</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>Overall Goals: 2a. <i>Instruction and PD: Decoding</i> 2b. <i>Instruction and PD: Comprehension</i></p>	<p>1. By August 2021, purchase supplemental SIPPS/Heggerty materials and additional materials for additional K-3 student groups and levels of SIPPS instruction in support of goal 2A (improving instruction in the decoding strand).</p> <p>2. By August 2022, purchase recommended EL ed texts for K-3 classrooms to support diverse language and reading levels that are complex and connected to the modules to support our goal of providing a content-integrated and language rich classroom environment as well as to support tier 2 vocabulary</p>	<p>1. All K-3 classes have required instructional materials</p> <p>2. By August 2022 all K-3 classes have supplemental/recommended materials</p>	<p>1. All K-3 classes have required instructional materials: met</p> <p>Based on our end of year inventory all K-2 teachers have needed foundational skills curriculum: SIPPS, Heggerty, and Handwriting Without Tears. There is a loss of EL Ed curriculum that we will need to replace.</p> <p>2. By August 2022 all K-3 classes have supplemental/recommended materials: NA because not a goal for this year</p> <p>We are making progress toward this goal already. 2nd grade teachers already have their recommended texts.</p>

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		development and instruction in support of goal 2B (improving instruction in the oral language strand).		See end of year inventory .
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	Select to enter text.	No specific action. (Already provided by the district with the addition of DIBELS measures.)	Select to enter text.	Select to enter text.

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
Expanded learning programs, such as before- and after-school programs or summer school, to	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.

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improve pupils' access to literacy instruction				
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	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	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.
Strategies to implement research-based social-emotional	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.

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learning approaches, including restorative justice				
Expanded access to the school library	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.

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	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.
Provision of mental health resources to support pupil learning	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.
Strategies to implement multi-tiered	Overall goal: 3. Multi-Tiered Systems and Support MTSS	<ul style="list-style-type: none"> • Dedicating a <i>protected</i> block of 	1. Master calendar allocates	1. Master calendar allocates

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<p>systems of support and the response to intervention approach</p>	<p>By May 2022, we will improve in developing, building shared knowledge, and clearly communicating a robust MTSS (multi-tiered systems of support) System in order to provide targeted instruction</p>	<p>time for SIPPS (K-2) and targeted differentiation (3-5)</p> <ul style="list-style-type: none"> ● Ensuring tutors and intervention teachers are trained and supported to provide targeted Tier 2 supports ● Developing systems for regular communication between teachers and tutors using data trackers to progress monitor 	<p>uninterrupted time for SIPPS groups and tier 2 instruction.</p> <ol style="list-style-type: none"> 2. Teacher and tutor schedules 3. Progress monitoring trackers 4. Learning Walks 	<p>uninterrupted time for SIPPS groups and tier 2 instruction: Met</p> <p>See calendar here: Master Calendar</p> <p>2. Teacher and tutor schedules: Met</p> <p>See calendar here: Master Calendar</p> <p>3. Progress monitoring trackers: Met</p> <p>Folder for Trackers</p> <p>4. Learning Walks: Met</p> <p>Data from our learning walks shows teachers and tutors were teaching SIPPS during the differentiated block.</p>
<p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home</p>	<p>No goal in our literacy action plan related to this category</p>	<p>No specific action</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>

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Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	No goal in our literacy action plan related to this category	No specific action	Select to enter text.	Select to enter text.
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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>Our district has supported schools developing climate and culture plans incorporating Restorative Justice principles and practices as well as PBIS principles. During this year of on-site learning and return to in-person instruction, we curated first four week plans that incorporate explicit SEL strategies and re-norming</i>	<i>N/A We still do not consider this the core issue.</i>	PBIS implementation including: <ul style="list-style-type: none"> ● explicitly teaching school wide behaviors & routines ● universal acknowledgement systems 	N/A We did not consider this the core issue during our root cause analysis

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	<i>around school routines and procedures specific to supporting the return to in-person instruction.</i>			
Social-emotional learning	<i>Our district has supported schools in building out SEL practices aligned to our adopted SEL curriculum, Caring School Community. During this year of on-site learning and return to in-person instruction, we curated first four week plans that incorporate explicit SEL strategies and lessons that spoke to students' experiences during the Pandemic.</i>	<i>N/A We still do not consider this the core issue.</i>	PBIS implementation alongside character education embedded in EL Ed curriculum and the support of a Community Schools Manager to support SEL by including: <ul style="list-style-type: none"> ● monthly core value assembly and awards ● conflict resolution team ● school clean up team ● morning meetings 	N/A We did not consider this the core issue during our root cause analysis
Experience of pupils below grade-level standard on the ELA content standards	<i>Our LEA (Oakland Unified School District) has made progress this year with providing sufficient curriculum materials, PD, and teacher support in both areas of Decoding and Language Comprehension (both strands of Scarborough's rope). Our district adopted EL</i>	<i>The district recognizes we still need to improve our explicit, systematic and structured foundational skill (phonics, phonemic awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students. Although we have set the expectation, provided</i>	<ul style="list-style-type: none"> - Differentiated block to provide explicit phonics skills instruction using <i>SIPPS</i> - <i>Heggerty</i> and <i>Handwriting Without Tears</i> to support phonemic awareness and 	<ul style="list-style-type: none"> - Teachers did not receive professional learning in foundational skills. We will add an PD day explicitly for K-2 teachers next year.

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	<p><i>Education to provide instruction around rich complex texts, vocabulary and oral language/discussion. We also supported a suite of materials to master Foundational Skills (Heggerty, Handwriting Without Tears & OUSD Letter Naming Curriculum, SIPPS). We provided baseline PD to over 1000 teachers/leaders in the curriculum as well as ongoing monthly PD. Students were given access to complex text, provided daily differentiated foundational skill instruction, and given access to MyPath a differentiated online learning platform through i-Ready.</i></p>	<p><i>training, provided coaching around SIPPS/Heggerty/Letter naming, there are still several sites that need support with implementation. Additionally, the district has worked to adopt a more Common Core aligned ELA core curriculum (EL Education) and is working to build out strong designated English Language Development lessons aligned to it. However, we need to deepen implementation of the curriculum and see the quality of lesson execution improve more consistently.</i></p>	<p>letter id with tutors and teachers teaching at least 2 SIPPS and/or letters lesson.</p> <ul style="list-style-type: none"> - Year 3 EL Ed implementation to provide access to complex text - Early literacy coach provided regular observations and feedback to K-2 teachers - Improved foundational skills data collection and analysis - Improvement in planning and preparing lesson; professional learning time dedicated backwards planning, unit 	<ul style="list-style-type: none"> - Teachers need more time to regularly monitor formative assessment data either in their weekly PLCs or in the PD dedicated to K-2 teachers. - Still need to work on planning EL Ed lessons that provide an appropriate level of rigor. We need to improve our use of formative data collection and analysis. We need to ask higher order thinking questions in our lessons. - We need to continue to improve oral language and
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			<p>unpacking, and lesson planning</p> <ul style="list-style-type: none"> - Improved designated ELD expectations, systems, and use of curriculum. 	vocabulary instruction.
<p>Families of pupils below grade-level standard on the ELA content standards</p>	<p><i>In OUSD our schools engage families in diverse ways through SSC meetings, literacy nights, and parent-teacher conferences. Additionally our Office of Equity trains and supports the family engagement staff (e.g. outreach coordinators and family navigators) at sites to build family relationships and host relevant events for the site. We also worked this year to implement Literacy Milestones workshops during which we provided family engagement staff with training on and “plug-n-play” presentations on literacy strategies aligned to key literacy milestones. We also built</i></p>	<p><i>We still have a need to engage parents around literacy work, especially how to interpret the information from core district assessments and how to understand what the information on report cards are telling them. We would also like to expand our Home Literacy Kit program to support every TK-2nd grade student in the district.</i></p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>

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	<i>prototypes for home literacy kits to send home with students by grade-level to reinforce the key milestones of that grade-level.</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	<p><i>i-Ready:</i> 71% of Kinder students “green” early-mid grad-level 48% of 1st grade students “green” early-mid grad-level 43% of 2nd grade students “green” early-mid grad-level 52% of 3rd grade students “green” early-mid grad-level</p> <p><i>Letter Names:</i> 86% of Kindergarten students knew their letters</p>	<p><i>i-Ready:</i> 24% of 2nd grade students “red” or two years below grade-level 30% of 3rd grade students “red” or two years below grade-level</p> <p><i>SIPPS Mastery Test:</i> Even by May, we only had 55% of K-2 students with a Mastery Test recorded, which is far lower than necessary to see the progress we want.</p>	<p>K Letter id: +15% met goal of knowing 20+ letters from 38% last year to 53% in November. End of Year: 90% of K students met goal of 20+ letters, a +18% gain from 72% the year before</p> <p>SIPPS mastery goals: 1st grade: Improved from 22% meeting growth goal to 49% meeting growth goal.</p> <p>i-Ready growth: All K-2 students improved in meeting typical growth</p>	<p>SIPPS mastery goals: K: % of students meeting SIPPS mastery goals remained the same 2nd: Percent of students meeting SIPPS mastery goals decreased.</p> <p>i-Ready Overall: -5% decrease from 10% on grade level to 5% on grade level</p> <p>i-Ready Needs Analysis: Phonics: 86% of K, 84% of 1s,</p>

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	<p><i>in English by the end of the school year, including 85% of Black or African American students and 77% of Latino students.</i></p> <p><i>SIPPS Mastery Test: We increased the percentage of students taking SIPPS Mastery tests from 13.7% in September to 55.8% in May</i></p>			and 98% of 2nd grade students are 1 or more grade levels below in phonics
<p>Data on effective practices (reference previous chart)</p>	<p><i>18,000+ students learning with EL Education, Benchmark Adelante and our foundational skills curriculum. 1,000+ teachers received high-quality, aligned professional learning 300+ learning walks across every elementary school This year, OUSD implemented the SIPPS curriculum at every elementary school, providing kits and foundational</i></p>	<p><i>Although implementation in SIPPS improved across the district and we saw an increase in schools implementing the program, we still have 9 schools with less than 50% of classes implementing SIPPS, which shows we still have considerable room to grow our practice around Word Recognition instruction. Additionally, we had our first cycle for Tk-2 teachers focused on foundational skill PD and Cycles of Inquiry, but</i></p>	<ul style="list-style-type: none"> - Differentiated block to provide explicit phonics skills instruction using SIPPS - Heggerty and Handwriting Without Tears to support phonemic awareness and letter id with tutors and teachers teaching at least 2 SIPPS and/or letters lesson. 	Select to enter text.

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	<p><i>training for all K-2 teachers. OUSD also supported teachers and principals through walkthroughs at every school. At the beginning of the year, only five schools were fully implementing SIPPS; by April that number had increased to 30 schools.</i></p>	<p><i>unless a site continued to focus on these key skills during PD and PLCs at the site-level, we did not provide any more centrally provided PD towards Word Recognition instruction.</i></p>	<ul style="list-style-type: none"> - Year 3 EL Ed implementation to provide access to complex text - Early literacy coach provided regular observations and feedback to K-2 teachers - Improved foundational skills data collection and analysis - Improvement in planning and preparing lesson; professional learning time dedicated backwards planning, unit unpacking, and lesson planning - Improved designated ELD expectations, systems, and use of curriculum.
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<p>Data on ineffective practices (reference previous chart)</p>	<p><i>We targeted the handful of sites that have not made the shift from Balanced Literacy to Structured Literacy to provide them site-based Science of Reading PD and support to their leadership team with the “change management” around literacy instruction.</i></p>	<p><i>We still had a handful of sites that had not made the shift from Balanced Literacy to Structured Literacy at the beginning of the year and who were implementing Guided Reading instead of building out their SIPPS instruction.</i></p>	<p>Select to enter text.</p>	<ul style="list-style-type: none"> - Teachers did not receive professional learning in foundational skills. We will add an PD day explicitly for K-2 teachers next year. - Teachers need more time to regularly monitor formative assessment data either in their weekly PLCs or in the PD dedicated to K-2 teachers. - Still need to work on planning El. Ed lessons that provide an appropriate level of rigor. We need to improve our use of formative data collection
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				<p>and analysis. We need to ask higher order thinking questions in our lessons.</p> <ul style="list-style-type: none"> - We need to continue to improve oral language and vocabulary instruction.
Equity and performance gaps	<p><i>We did not see the same huge equity gap that we often see when we looked at our end of year Letter Naming Data. 86% of Kindergarten students knew their letters in English by the end of the school year, including 85% of Black or African American</i></p>	<p><i>We do see an equity gap when we look across K-3 i-ready data. We have 49% of all K-3 students in green (early-mid level) and we have 41% of K-3 AA students at green (early-mid level).</i></p> <p><i>We see an equity gap in the i-Ready data with the % of students below grade-level or “red”. We have 16% of all K-3 students in the “red” 2 or more grade-levels below and we have 19% of K-3 AA students in the “red”.</i></p>	<p>i-Ready Needs Analysis: Phonics: 52% of Black students are 1 or more grade levels below in phonics versus 69% of Latino students.</p>	<p>i-Ready Needs Analysis: Phonics: 69% of ELs are 1 or more grade levels below in phonics versus 66% of students who are not ELs</p> <p>i-Ready Overall Placement: We do not see the same gap in EL learners overall placement this year. We do see a new gap between black students and latinx students.</p>

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				5% of Latinx students are mid-above grade level versus 0% of Black students
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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	<p>1. By August 2021, hire a 1.0 literacy coach to work with teachers, tutors, and students in grades K–3, focusing specifically on systematic and explicit instruction of foundational reading skills using the SIPPS curriculum and improving oral language using integrated and designated ELD.</p> <p>2. By August 2021, stipend extra hours beyond their contract for ILT members to plan and lead professional learning.</p>	<p>1. No Change</p> <p>2. No Change</p> <p>3. No Change</p> <p>4. No Change</p> <p>5. No change</p>	<p>1. Coach will continue to focus on professional learning, observation and feedback.</p> <p>2. Continue to pay teacher leaders to be a part of the planning and implementation of this plan. Add teacher leaders to our ELSB PDSA cycles.</p> <p>3. We only partially met this goal and we need to ensure adequate time for analysis of formative foundational skills data (i.e SIPPS mastery tests)</p>	<p>1. Learning walks</p> <p>2. Completing SIPPS pacing</p> <p>3. Improvement in percentage of students meeting SIPPS mastery goals</p> <p>4. PD, collaboration, and observation calendar</p> <p>5. on-time assessment completion</p> <p>6. complete data collection forms/trackers and analysis tools</p>

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	<p>3. By June 2022, fund extended contracts for K-3 teachers to engage in Professional Learning/PD focused on using data to improve instruction. Include at least one professional learning community (PLC) meeting a month dedicated to analyzing data and data conferences after every benchmark in support of goal 1 (data collection and analysis). By year 2 we will dedicate one meeting a month specifically for tutors to analyze tier 2 data.</p> <p>4. By August 2021, hire a STIP sub to work with students in grades K–1, focusing specifically on providing tier 2 support in foundational reading skills using the SIPPS curriculum, to support with data collection, and data conferences in order to meet goal 1 (data collection and analysis) and 3 (MTSS).</p>		<p>4. Our STIP sub was instrumental in supporting our data collection and providing release time for analysis</p> <p>5. This was a goal for this year. We need to continue to address vocabulary development and both designated and integrated ELD.</p>	<p>7. Improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B)</p> <p>8. increased student participation</p> <p>9. evidence of key language features and elaboration in oral language & writing</p> <p>10. students using academic vocabulary in oral language and written responses</p> <p>11. fewer students needing vocabulary on i-ready diagnostic</p>
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	<p>5. By June 2023, fund extended contract for K-3 teachers to engage in professional development around integrated ELD: academic discussion & tier 2 vocabulary in support of goal 2B (improving instruction in the oral language strand).</p>			
<p>Support for literacy learning</p>	<p>1. By August 2021, purchase supplemental SIPPS/Heggerty materials and additional materials for additional K-3 student groups and levels of SIPPS instruction in support of goal 2A (improving instruction in the decoding strand).</p> <p>2. By August 2022, purchase recommended EL ed texts for K-3 classrooms to support diverse language and reading levels that are complex and connected to the modules to support our</p>	<p>1. No change</p> <p>2. No change</p>	<p>1. We have some missing EL Ed materials we need to replace in K-2</p> <p>2. This was a goal for 2023</p>	<p>1. All K-3 classes have required instructional materials</p> <p>2. By August 2022 all K-3 classes have supplemental/recommended materials</p>

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	goal of providing a content-integrated and language rich classroom environment as well as to support tier 2 vocabulary development and instruction in support of goal 2B (improving instruction in the oral language strand)..			
Pupil supports	No goal or specific actions in our literacy action plan related to this category	Select to enter text.	Select to enter text.	Select to enter text.
Family supports	By May 2022, we will improve in developing, building shared knowledge, and clearly communicating a robust MTSS (multi-tiered systems of support) System in order to provide targeted instruction	Select to enter text.	Select to enter text.	<ol style="list-style-type: none"> 1. Master calendar allocates uninterrupted time for SIPPS groups and tier 2 instruction. 2. Teacher and tutor schedules 3. Progress monitoring trackers 4. Learning Walks

NOTE: At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a nonconsent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress 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)]

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