

California Department of Education

Early Literacy Support Block Grant Program Annual Progress Report Template

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

Name of District and Eligible Participating School(s):

Oakland Unified School District

- Brookfield
- Global Family
- Futures Elementary/Community United (now Lockwood STEAM)
- New Highland Academy
- Horace Mann
- Markham
- Parker
- Hoover
- Manzanita Community School
- Prescott

Report Submitted By (Name/Title): Romy Trigg-Smith, Director of Early Literacy (Pk-2)

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Period Covered: 12/1/2020-6/30/2021

Date Submitted: 7/30/2021

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

1.a Each of our OUSD schools was tasked with forming an ELSB team as directed by SCOE/Pivot/CORE, which consisted of teachers in TK-3rd grade and leaders. Site teams then participated in the Professional Learning and collaborative sessions that framed the Science of Reading and used Scarborough's Rope to have participants learn about necessary evidence-based strategies to include in instructional and assessment plans.

Teams all participated in the process guided by the SCOE/Pivot/CORE team from January through May:

1) Data Collection: Each school gathered relevant data for Both the Word Recognition and Language Comprehension strands of Scarborough's rope.

2) Data Analyzed with the ELSB Team:

This data was used to develop a problem statement for both the decoding and oral language strand for each school.

3) Initial brainstorm of Root Causes on the jamboard & Idea Grouping:

After discussing noticings from the data (strengths & points of concern), the ELSB teams used the jamboards to record ideas for causes.

Sites spent meetings outside of the ELSB Professional Learning spaces, with their ILTs, their SSCs, and other groups to finalize their Root Cause Analysis & Needs Assessment.

4) Fishbone Categorizing:

The ELSB teams pulled the major/repeating groups from across the jamboard and strategically selected the post-its for the subcategories to support forming goals for the Literacy Action plan.

The ELSB LEA lead joined the ELSB PL spaces to support school teams in breakout rooms and also met with the teams to support crafting their LAPs.

b. The fiscal sponsor is Quyen Ngo, quyen.ngo@ousd.org, and the LEA ELSB lead is Romy Trigg-Smith, romy.trigg-smith@ousd.org

c. New Highland (Principal - Samantha Keller, TK Teacher - Stephanie Kott, TSA - Lia West, Kimberly Aguilar - 2nd grade teacher, Clara Roberts - Principal, Christyal Nauman - 2nd grade teacher, Kailey Olds - 1st grade teacher, Katherine Poore-Cisneros-Kinder)

Prescott (Principal - Enomwoyi Booker, TSA - Marie McEntee, Allyson Burkholder - Kinder Teacher, D'Ouita Woods - Tk-5 RSP teacher)

Parker (Principal - Rocquel Colbert, TSA/Instructional Coach - Ayanna Dupree, Mashika Simmons - INstructional Support Specialist, Gail Wooley - Teacher, Alesia Bland - RSP teacher)

Markham (Principal - Byron Delcomb, TSA - Rachel Levin, TSA - Wally Scott, Ms. Canada - Teacher, Mr. Neftali Ordaz Reyes - Teacher)

Manzanita Community School (Principal -Amy Jones, RSP Teacher - Luz Chavez, 1st/2nd teacher - Natalie MacIntyre, 1st grade - Jennifer Kim, Kindergarten - Rachel Tabar, TSA/Instructional Coach - Charles Erdmann)

Horace Mann (Principal - Tammie Adams, TSA - Emily Flores, 1st grade teacher - Jennifer Schmitz, Kindergarten - Melissa Grey, 3/4th combo - Christopher Florentini, RSP teacher - Sparkle Phelps)

Hoover (Principal - Lissette Averhoff, Kate Sbani- Kinder teacher, Susanne Lynch - 1st grade teacher, 2nd grade teacher - Amanda Keown, 3rd grade teacher - Sabiha Islam, COST Lead/RS teacher - Angel Vasquez)

Global (Principal - Juan Vaca, TSA/Instructional Coach - Lubia Sanchez, 2nd grade teacher - Lynda Palma, 1st grade - Steven Marney, Kindergarten - Sarah Shepich, TSA - Rosa Jimenez, Vanessa Nyugen - Elementary Newcomer TSA)

Futures & Community United (Principal - Shelley McCray, Assistant Principal - Emilana Untalan, TSA- Mirella Ramirez, TK Teacher - Michelle Chu, 1st grade - Magdaline Armstrong, 2nd grade- Alicia Moseley, 3rd grade - Lisandra Diaz)

Brookfield (Principal - Leigh Daniels, 2nd grade - Cindy Hukill, RSP teacher - Senbogavelli Pillay, Kindergarten Teacher - Julianne Schenone, 3rd grade - Belinda Sanders, TSA - Rebecka McKenzie

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

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

Our LEA (Oakland Unified School District) has identified a root cause of poor 3rd grade reading achievement to be insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition and Language Comprehension (both strands of Scarborough's rope). 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. Therefore the district sees a need to adopt a new core curriculum and support leaders/teachers with implementing instruction around complex text including explicit vocabulary instruction as well as designated ELD.

The district's root cause analysis and needs assessment reflects a need to focus on developing an assessment system that will support screening and progress monitoring around key skills (e.g. LNF, PSF, NWF, and ORF) in English (and Spanish when relevant); adopting and supporting curriculum that addresses Word Recognition and Language comprehension; providing foundational/baseline training for teachers as well as ongoing support through observation/feedback and monthly PD; and ensuring we have support personnel to move this work forward.

To this end, the district has recently adopted EL Education (for English only programs) and Advance/Adelante (for Dual Language programs) in order to provide standards-based tasks centered in complex texts. OUSD is supporting SIPPS in K-2nd (as well as Heggerty for K-2 and Handwriting without Tears for K) to address the first need mentioned. We have also revised our [district assessment calendar](#) to include valid, predictive and reliable assessments.

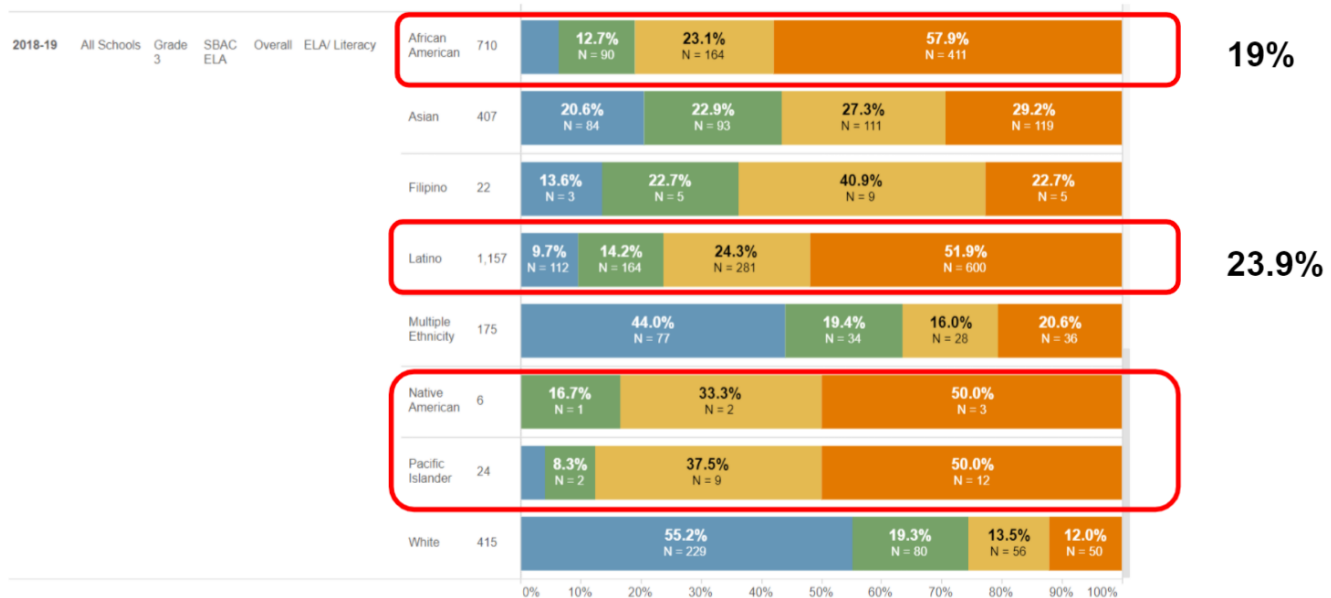
In alignment with the above, all of our schools identified big goals to fill the needs that they identified in these three big buckets:

- 1) **Need for improvement of K-3 collection of valid, predictive & reliable data and analysis of this data**
- 2) **Need for explicit, systematic, and sequential Word Recognition instruction (phonics, phonemic awareness, sight words, fluency, etc.)**
- 3) **Need for explicitly, systematic Language Comprehension instruction (vocabulary, verbal reasoning, building background knowledge, analyzing syntax/language structure, etc.)**

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

LEA (OUSD):

We have several indications of equity gaps across our district in terms of literacy. If we review the last reliable SBAC data in 18-19, we see that several of our subgroups are not proficient reader



Several of the weaknesses in our literacy instruction were mentioned in the above section.

Brookfield:

The root cause analysis was completed by the ELSB team on March 11, 2021 based on current i-Ready and SBAC data for Brookfield. Given this data, 65% of students cannot read grade level complex texts as per i-Ready and SBAC scores. Based on skill scores on the test (see data here), the team identified root cause clusters of needing more rigorous classroom (tier 1) instruction in vocabulary, foundation skills in reading, and comprehension. Within the cluster of vocabulary, the team identified potential solutions within our locus of control- front-loading vocabulary, word walls, vocabulary lists, finding times and ways to solidify understanding of vocabulary, and explicit teaching of vocabulary beyond SIPPS and EL Education. Within the cluster of foundational skills, we identified a need for instruction of high frequency words as there are no opportunities currently to practice high frequency words outside of SIPPS time. Also within this cluster, we identified additional practice necessary in the category of phonological awareness. Our final cluster was comprehension- specifically in the need for additional practice in reading informational texts.

Futures & Community United:

The ELSB Grant Team met on several occasions to discuss the strengths and weaknesses of school practices with regard to literacy instruction in kindergarten and grades Kindergarten to 3. The team analyzed student i-Ready literacy data from Kindergarten through Third Grade.

One identified strength was literacy partnerships with the following organizations: Reading Partners, Children Rising, Book Trust.

Other identified strengths include access to books (physical or digital) through library visits twice per month, guest readers several times a year, i-Ready Reading Challenges, Raz-Kids, Sora (online library platform) and leveled libraries in every classroom. Students also participate in reading small groups.

Students also have one-to-one access to Chromebooks. PBIS systems support SEL strengths of the site which include Toolbox Curriculum and school-wide student incentives (Ocelot Paws/Incentives) and Bi-monthly Town Halls.

The team identified curriculum and standard alignment as an area of weakness. Oftentimes, a new cycle of inquiry is introduced in midtrimester, in the middle of a pre-planned unit. Teachers also use a wide range of curriculum across grades and within grade levels. As a school site, we have not had consistency in ELA curriculum, often having curriculum changed each year or mid-year. With introduction of new curriculum, professional development is not provided or provided after use of it begins. With curriculum changes also come the challenge of access to curriculum materials including but not limited to teacher manuals, student consumables, and trade books.

Foundational skills are taught arbitrarily. Teachers decide independently what components of various programs they choose to teach to their students so not components of word recognition are addressed in each classroom. Different curriculums across different and same grade levels for foundational skills instruction

Global Family:

Our root cause analysis and needs assessment uncovered the following gaps that contribute to our low performance in early literacy:

- **Assessments:** We do not consistently measure all foundational skills such as blending, segmenting, letter-naming, letter-sounding, phonemic awareness, and high frequency word recognition and automaticity.
- We are in the beginning stages of using assessments that give us aligned information related to word recognition and vocabulary, and we are also in the beginning stages of using that data to inform instruction sitewide.
- 58% of our first grade students are not meeting benchmark in English language phonological awareness by the end of the year. 60% of second grade students are not meeting benchmark in phonics by the end of the year. Vocabulary shows up on EOY i-Ready diagnostic as the domain in which Kinder and 1st grade students are the lowest performing.

Strengths

- Our school has dedicated, intelligent, and caring staff. Our students develop strong listening skills. By the time they reach third grade, the vast majority have achieved proficiency in phonemic awareness. Teachers provide safe and inviting learning

environments for students. Our school is bilingual and we promote biliteracy for all students.

- Students are multilingual, studies show that students that speak more than one language fluently perform higher in their high school English assessments than their peers who only speak one.
- Teachers have access to multiple literacy programs (e.g., Benchmark and SIPPS) that include materials and guidance to boost instruction.

Weakness

- Our teachers do their best to provide quality instruction. However, given our data in literacy, there is a lot of room for growth with respect to instruction, strategy, and knowledge of theory.
- Although we have multiple literacy programs provided by our school district and school site, teachers have not had the time or training to unpack these programs properly, leaving gaps in their ability to properly leverage the materials and restructure the pacing so that it makes sense within our school's 50/50 dual immersion schedule.
- Teachers have difficulty providing Tier 1 and 2 support due to issues with time management and lack of training around how to develop a schedule that supports the wide range of student proficiencies.
- Tier 3 support for English instruction has been virtually non-existent for K-2 until this year when we hired a newcomer teacher who still only serves our newcomer population. There are many US-born students who need support with English and are not receiving it.
- Teachers need training in not only literacy programs, but also early literacy foundations so that they have a deeper understanding of the basic pedagogy taught in their teacher credential programs. Additionally, many of us have not been exposed to the most current methodology being taught in the universities now.

Hoover:

Hoover ELSB Grant team met to analyze school- wide reading data and reading practices at our school. We discussed the history of our decisions, which ones were district initiatives vs school initiatives, and discussed where we are now. We named strengths in our data and practices as well as weaknesses and our root causes for each with a special focus on our African American students, English Learners, and special education students. Our problem statement is: our instruction and intervention is inconsistent and lacking emphasis on explicit phonics instruction, therefore our students are not able to comprehend and fluently read grade level text, even though they may have discrete skills. This is largely due to lacking complete curricular materials and training for new teachers on ELA curriculum (as well as teachers changing grade level). Because not all teachers have received training in the adopted curriculum, ELA instruction is taught differently at each grade level. Students have inconsistency in program routines such as phonics cues from year to year so teachers waste instructional time teaching routines.

We linked our work as a grant committee to our strength and needs assessment in our school site plan. (Hoover [Site Plan](#))

Horace Mann:

Root Causes identified were:

- Students are not getting enough opportunities to engage in reading text at their level so they can improve and move up reading levels.
- Teachers have had to collect pieces of the SIPPS curriculum in order to ensure all aspects of the curriculum are implemented.
- We don't have a strong connection between school and home to create a culture of reading practice across all grade levels.
- We haven't developed a systematic scope and sequence for small group SIPPS instruction across the school.
- Teachers pause in the middle of reading grade level text to explain Tier 2 vocabulary words, but do not explicitly teach the words.
- Teachers don't have enough collaborative time to analyze SIPPS data to inform/create new small groups and identify instructional responses to the data.
- Access to grade level texts are inconsistent and classroom libraries need to be replenished.
- Professional development has been focused on schoolwide ELA and not differentiated to build foundational knowledge of K-2 teachers.
- ELLs and Newcomers struggle with vocabulary in grade level complex text and lessons are not differentiated to give them access to the content.
- Students are not understanding fundamental reading strategies like making and confirming predictions, making connections, visualizations, inferencing, etc.
- Inconsistent curriculum being used for foundational skills.
- Backwards mapping to identify essential standards or the outcomes of the module does not happen consistently across the grades.
- Due to distance learning, we struggled with launching small group SIPPS instruction across the school in a timely manner.
- Access to reading materials at home are inequitable across the school.
- Due to distance learning, students struggle with writing about the text in order to deepen their understanding.
- Teachers are implementing the SIPPS curriculum at varying degrees which doesn't lead to consistent results for students.
- We have been through several iterations of PLC structures and all teachers have different visions of the purpose.

Manzanita Community School:

Our problem statement was "Too few of our students are able to read and comprehend grade level texts by the end of third grade."

The data we took into account were literacy assessments including letter and word recognition, phonics and phonemic awareness, English Language Learner or ELPAC data, reading inventory, and reading record data. These literacy assessments included I-Ready diagnostic data (current school year), Word and Letter Recognition accessed via Illuminate (current school year), Fountas and Pinnell Foundational Skills (historical data), ELPAC data for the last three years. We also took into account current data from SIPPS Mastery tests.

Our team used both quantitative and qualitative data paired with grant member expertise and knowledge of our school site to focus on actionable causes for our problems statement. This

process was fourfold using Google's Jamboard application, first we analyzed causes that were in and out of our locus of control. This initial step focused on literacy instruction but also helped analysis the historical and systemic inequities that hinder our early literacy outcomes, this included areas like teacher retention, calibration and calibration on qualitative reading assessments like F&P, historically students not enrolling in kindergarten with basic literacy skills, and current assessment practices need to align with the teaching and learning that is happening in classrooms.

We then narrowed our focus area to specifically literacy instruction of sight words, phonics, and phonemic awareness, and how our current practices around word recognition attribute to our problem statement.

Markham:

Our analyses lifted the following focus areas:

- No sustained ELA curriculum so all teachers have been using a variety of curriculum and supplemental resources.
- We do different things in each class/grade related to instruction on decoding and monitoring word recognition.
- Our foundational skills program doesn't have a scope and sequence for PA and phonics
- We don't have a consistent school-wide assessment system so we can ensure student mastery of specific skills
- We haven't provided explicit instruction in foundational skills for either language

Parker:

One of our **strengths** highlighted in our root cause analysis is that we have the materials needed to teach foundational skills using SIPPS and current teachers and tutors have all been trained in SIPPS. However, we also see a potential need to support new teachers given we will have some turnover in grades Kinder-2nd grade. Our 1st grade teacher is retiring after 30 years, and our 3rd grade teacher is moving on.

Another **strength** indicated was that teachers and tutors at Parker had regular early literacy PLCs and meetings weekly or bi-weekly; however, we also see a need to strengthen our collaborative spaces so that they are more focused on topics such as fidelity to routines and data analysis.

Our root cause analysis indicated that we **need** more staff to help provide differentiated foundational skills instruction for all students at their appropriate SIPPS level and to provide additional letter name identification intervention. Our root cause analysis also indicated that teachers could benefit from more professional development and regular observation and feedback.

Our root cause analysis highlighted the **need** for a "sacred time" blocked out daily to support foundational literacy skills development including SIPPS instruction as well as letter naming and phonological awareness instruction for Kindergarten. Our teachers have been trained, but the instruction isn't happening daily and sometimes getting lost in the instructional schedule.

We need more staff to support with providing differentiated letter identification and SIPPS instruction.

Finally, we also see a root cause in not collecting and analyzing the right data and therefore have a need around creating a strong assessment system, with time built in for analyzing data.

Prescott:

In our [Root Cause Analysis](#) we discovered that it was our implementation of the district adopted curriculum that did not address the two strands of Scarborough's rope (Word Recognition and Language Comprehension) or meet the reading needs of 66% of our 1st and 2nd graders. Therefore, we concluded that our previous teaching practices have had limited effective impact on our current 3rd graders reaching reading fluency and proficiency.

This Grant will help us develop a consistent, coherent, and aligned instruction linked to the two strands of Scarborough's rope.

We discovered which elements were within our control and revised our problem statement.

We acknowledged the strengths of the current teaching and our support staff who have chosen to be at this school. We have a great mix of Veteran teachers (3 - 40 years experience) and one 1st year teacher, who are all committed to continuing to grow as professionals, engage and nurture our students in the love of learning and achieving and instill the joy and love of reading. As a small school we are able to quickly adapt and share new learning as well as develop deeper relationships with each other and our broader community.

New Highland Academy:

In our root cause analysis and needs assessment we consistently returned to the root causes we are trying to address. We asked the team to identify which root causes are most important to address. We also asked them to identify root causes that will be easier to change and ones that will be more difficult to change. Since we have been implementing SIPPS for the past 3 years we identified improving in our foundational skills instruction as a high leverage action that is relatively low effort. We will build off the success of our prior years implementation but improve on collecting and analyzing data to inform instruction. We also need to accelerate student progress. Through both improving instruction and providing tier 2 support we will ensure all students reach grade level in foundational skills.

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

Romy Trigg-Smith, current Early Literacy Director (PK-2), met with the ELSB teams from each site to review their Root Cause Analyses and Needs Assessments and provide feedback in alignment to the Professional Learning session input. Additionally, she met with Kou Vang several times to learn about her reflections and analyses of the progress of the Literacy Action Plans. Romy provided each site with a site specific budget tool aligned to their grant amount so that we can track each site's planned and actual expenditures in alignment to the activities in their Literacy Action Plans.

Each site collaborated with stakeholders in order to inform the revision of their school specific Literacy Action Plans:

Brookfield:

At the start of the ELSB grant planning process, the principal met with the ELSB team (listed above) to determine needs and establish a plan for action. The team met multiple times to develop this plan. The Site Plan (SPSA) and ELSB plan were shared with School Site Council and Instructional Leadership Team to get parental and teacher advice about school-wide needs and plans for the coming year - SSC on April 21st and ILT on May 5th.

[SSC Meeting Agenda/Minutes](#)

[ILT Meeting Agenda](#)

Futures & Community United:

A subgroup of the ELSB Grant team met up on 4/23/21 and on 4/16/21 to create the Google Slide Deck.

The ELSB Grant teacher members presented to SSC on 5/04/21 at 1:00 PM. SSC leadership sent out a google invite to all participants.

The ELSB Grant teacher members presented to ILT on 5/04/21 at 4:00 PM using the Google Slide Deck. This was an ongoing meeting, no special Zoom invite was sent.

The ELSB Grant teacher members presented to the entire school staff on 5/05/21 at 2:00 PM using the Google Slide Deck. This was an ongoing meeting, no special Zoom invite was sent.

[Google Slide Deck](#)

[SCC Agenda](#)

- [SCC Attendance](#)

[ILT Agenda](#)

- [ILT Attendance](#)

[Staff Meeting Agenda](#)

- [Staff Meeting Attendance](#)

Global:

Faculty/Staff:

(05/05/2021) PD session in April to provide overview of learning from ELSB grant sessions, seek feedback on SMARTe goals and brainstorm ideas about the connection between family engagement and early literacy outcomes.

OUTCOME: strongly opposed the notion of following one curriculum [Benchmark] with fidelity. Need for culturally relevant texts.

Families:

(05/11/2021) Met with family leaders on the School Site Council to discuss early literacy goals as they relate to the ELSB Grant and SPSA and get ideas for literacy action plan.

OUTCOME: Need for stronger systems/culture of consistent/frequent communication with families in regards to academic expectations/progress

(05/18/2021) Met with families at bi-monthly Town Hall to provide overview of grant and early literacy goals and to seek input on how to strengthen the component of family engagement as it relates to early literacy.

OUTCOME: Families voiced similar opinions as parent leaders on SSC that they are not able to support their children through early literacy without knowledge (literacy events), materials, and regular communication from teachers about academics (not just behavior). Families indicated a desire for weekly communication and expressed interest in attending monthly events. Need to identify leaders in and create circles of influence to engage Mam-speaking families as well.

Instructional Leadership Team (ILT):

(05/13/2021) Provided review of ELSB team work to date, ELSP Action Plan, and preliminary SMARTe goals. Indicated intent to propose revision to SMARTe Goal #1 re: foundational skills/word recognition to ELSB team to broaden the goal to be able to incorporate input received from families at SSC meeting, as advised by Kou Vang in office hours.

OUTCOME: ILT members were in support of the direction of the plan and the revision to the goal.

Teacher Feedback Session:

(05/05/2021) [Slide Deck with Agenda](#), [Jamboard Notes](#), [Zoom Chat](#)

Family Feedback:

(05/11/2021) [SSC Agenda/Flyer](#) & [Notes + Zoom Chat](#)

(05/18/2021) [Town Hall Slide Deck](#) & [Town Hall Notes](#)

Leadership:

(05/13/2021) [ILT Meeting Agenda/Notes](#)

Hoover:

Families: Met on zoom with School Site Council/ family leaders about the grant work goals and spending for next year. Asked for feedback on the plan during the meeting.

Staff: Staff meeting on zoom in April to review grant outcomes and goals and [budget](#) and ask for feedback and ideas about early lit practices and implementing the grant through a feedback form.

Instructional Leadership Team (ILT): Hoover ELSB Grant team met with our ILT to present our plan and get feedback.

Families: [SSC Meeting Agenda](#)

Families: [SSC Meeting Notes](#)

Staff: [April Staff Meeting Slides](#)

Staff: [Feedback Form](#)

ILT: [ILT agenda and notes](#)

Horace Mann:

School Site Council Meeting 4/15:

- Provided an introduction to the grant. Named the students it will serve, the amount of money we have to use and shared the goals for student improvement.

[SSC Agenda 4/15](#)

[SSC Meeting Slide Deck](#)

Instructional Leadership Team Meeting 4/22:

- Provide an overview of the grant to the instructional team and shared the goals established by the team. Shared the powerpoint that was shared with the School Site Council.
- Brainstorm root causes of student's not reading at grade level

[ILT Agenda 4/22](#)

[Brainstorm of Root Causes](#)

COST Team 5/5:

- Provided the COST members to review the presentation and shared the goals.
- Brainstormed additional root causes related to systemic racism as well as institutional trauma related to families and their experience with education.

[ELSB Presentation](#)

[COST Agenda](#)

Parent/Community Meeting 4/12:

- Provided an overview of the goals for the grant
- Reviewed 2018-2019 data
- Reviewed the categories for funding sources
- Went to breakout rooms in for small group discussion about action steps to improve literacy outcomes
- Whole group discussion about additional resources to consider funding
- Reviewed next steps

[Family Literacy Connection Night Presentation](#)

[Jamboard Brainstorms](#)

[Family Literacy Connection Flyer](#)

K-5 Teacher Meeting 5/17:

- Introduce goals of the grant
- Solicit information from teachers about root causes
- Describe instructional shifts to foundational instruction for 21-22

[Staff Meeting Agenda](#)

Manzanita Community School

How did you engage with stake holders? 1) data analysis 2) survey 3) brainstorming/discussion 4) feedback

Who did you meet with?

ILT

SSC

Teachers/Staff

What were the outcomes? 1) feedback 2) cause of struggles 3) supports teachers need 4) staffing ideas 5) needed training

[Staff Meeting](#) [What Do Beginning Readers Need?](#)

SSC [Slide Deck](#)

ILT [Agenda](#)

[ILT Agenda/Notes](#)

Markham

Principal Staff Stakeholder Meeting 2/12

We meet weekly as an ELSB team: every other week in formal sessions and in off-week planning sessions.

Instructional Leadership Team Meeting 4/22:

- Provided an overview of the grant to the instructional team and shared the draft of the ELSB SMARTe goals and plan.
- Brainstorm feedback and suggestions
- Team reflected on suggestions for revising plan and incorporating into plan

Parents were informed of grant opportunity, process for root cause analysis/needs assessment, and goal setting during Coffee with the Principal (Byron Delcomb)

[Principal Staff Stakeholder Presentation](#)

[Link](#) to ELSB Off Week Meetings

[link](#) to Parent Engagement event re: improving attendance and student/family engagement

[ILT Presentation](#)

Parker:

After gathering Dibels data for grades K-3, we shared the results with teachers during our PLC to paint the picture on how imperative it is that we shift our practices after a year plus of distance learning and historical performance below grade of K-3 students.

We also consulted with our Instructional Leadership Team and shared our root cause analysis data and needs assessment information.

In addition, process, procedures, and tentative plans were shared and discussed with the School Site Council, at multiple Staff Meetings, and during teacher Professional Development & Professional Learning Community sessions.

- [K-2 PLC 3/5](#)
- [ELSB Grant ILT Engagement](#)
- [Parker MOY ELSB Grant Data 2021](#)
- [Parker April SSC Meeting: ELSB Slides](#)
- [Parker January 2021 Staff Meeting: ELSB Slides](#)
- [Parker Needs Assessment Note Catcher](#)

Prescott:

We met with:

Teachers and our School Support Partners (Staff Meetings)

Parents & Community Members (PFT Meetings)

School Site Council (SSC Meetings)

School Board Director District 3 (In Person Conversations)

To explain the possibility of receiving an Early Literacy Grant and our plan for using the funds (to Build Capacity of all early lit staff around teaching Foundational skills and Language Comprehension), in order to ensure all students are at or above grade level by 3rd Grade 2024.

[Conversation with School Board Director - Documentation](#)

[Planning Conversation with Parent Group \(PFT\)](#)

[SSC AGENDA - 12JAN2021.docx](#)

[SSC Agenda 09MARCH2021](#)

[SSC Agenda - 25MAY2021](#)

[Announcement - 20JAN2021](#)

[Staff Mtg - 24MARCH2021](#)

[Staff Mtg - 05MAY2021](#)

[Jamboard - SPSA Wish List - 05MAY2021](#)

[Primary Team Mtg - 08JAN2021](#)

[Primary Team Mtg - 08FEB2021](#)

[Primary Team Mtg - 03MARCH2021](#)

New Highland:

Key Stakeholders:

1. ELSB Team:

Our team is made up of a TK teacher, a kindergarten teacher, a 1st grade teacher, two second grade teachers, an instructional teacher leader, and two administrators. This ensured we have representation at each grade level that will be implementing the plan. In our ELSB Agenda & Meeting Notes you can see we met 7 additional times. In those 7 meetings we went deeper into root causes, wrote our SMARTe goals, planned a presentation for the whole staff, and incorporated staff feedback into our needs assessment.

2. ILT Team:

4/19//21: We shared norms for root causes and the root causes we found for the decoding strand. We heard from ILT root causes around the oral language strand.

4/26/21: We continued to summarize our root causes around oral language. We used the “5 Whys protocol” to go deeper into root causes.

5/3/21: We shared our action plan and identified unmet root causes. We made adjustments to our plan to address those needs. We also prepared to share our plan with the whole staff.

3. Whole Staff:

5/5/21: Our ILT leads shared our SMARTe goals with the whole staff. We asked for staff feedback around what we will need to meet our goals. We incorporated this feedback into our needs assessment.

1. [ELSB Meeting Agenda & Notes](#)
2. [ILT notes](#)
 - a. [ILT Root Causes and Action Planning](#)
3. [Presentation to Staff](#)

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

Our main consultants to develop these plans were the members of the SCOE/Pivot/CORE team (Becky, Margaret, Sharon, Kou). We did not partner with any literacy experts from Alameda County in development of our Literacy Action Plans.

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

Our site leaders were diligent about engaging with their site based families and staff to analyze the literacy needs of students in grades TK-3 and develop their specific Literacy Action PLans. Each site had several meetings with their staff and school community to review the ELSB grant intention and discuss the Literacy Action Plan (more details about engagement events above).

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

Description	Student Enrollment (List only the number for each grade level, TK–3, by eligible participating school)	Participating Teachers (List only the number for each grade level, TK–3, by eligible participating school)	Participating Administrator(s) (List only role and number of each by district office and eligible participating school.)	Other Stakeholder Input (List all participating stakeholder groups by eligible participating school. For example, SSC, English Learner Advisory Committee [ELAC], school board, etc., and the number of participants for each.
Example	Mozart Elementary TK = 48 K = 52 1 = 56 2 = 58 3 = 64 Chopin Elementary, etc...	Mozart Elementary TK = 0 K = 1 1 = 1 2 = 1 3 = 1 Chopin Elementary, etc...	• District ELA Curriculum Director = 1 • District Literacy Coaches = 10 • District Budget Technician = 2 • Mozart Admin = 1, etc.	• Mozart Elementary J.S. SSC (7), ELAC (4), Title I parent meeting (28), DELAC (7), school board (7) • Chopin Elementary, etc.
Numbers	<i>Mozart = 278</i>	<i>Mozart = 4</i>	<i>Mozart = 1</i>	<i>Mozart = 39</i>
Brookfield:	Grade K= 32 Grade 1= 39 Grade 2= 33 Grade 3= 36	Grade K= 4 Grade 1= 2 Grade 2= 1 Grade 3= 3	• Principal = 1 • Site Based Coach = 1 • District LEA Lead = 1 • District Budget Lead = 1	• ILT • SSC
Futures & CUES	Grade TK= 19 Grade K= 81	Grade TK= 2 Grade K= 3	• Principal = 1	• ILT • SSC

	Grade 1= 103 Grade 2= 109 Grade 3= 90	Grade 1= 4 Grade 2= 5 Grade 3= 4	• Assistant Principal = 1 • Site Based Coach = 1 • District LEA Lead = 1 • District Budget Lead = 1	• Staff Meeting
Global	Grade TK= 17 Grade K= 67 Grade 1= 81 Grade 2= 68 Grade 3= 72	Grade TK= 1 Grade K= 4 Grade 1= 3 Grade 2= 3 Grade 3= 4	• Principal = 1 • Site Based Coach = 2 • District LEA Lead = 1 • District Budget Lead = 1	• SSC • Family Town Hall • Staff Meeting
Hoover	Grade K= 35 Grade 1= 42 Grade 2= 46 Grade 3= 49	Grade K= 3 Grade 1= 2 Grade 2= 2 Grade 3= 1	• Principal = 1 • District LEA Lead = 1 • District Budget Lead = 1	• SSC • Staff Meeting • ILT
Horace Mann	Grade K= 34 Grade 1= 31 Grade 2= 44 Grade 3= 40	Grade K= 2 Grade 1= 2 Grade 2= 1 Grade 3= 2	• Principal = 1 • Site Based Coach = 1 • District LEA Lead = 1 • District Budget Lead = 1	• SSC • ILT • COST • Parent/Community Meeting
Manzanita Community School	Grade TK= 20 Grade K= 55 Grade 1= 65 Grade 2= 60 Grade 3= 62	Grade TK= 2 Grade K= 2 Grade 1= 3 Grade 2= 2 Grade 3= 2	• Principal = 1 • Site Based Coach = 1 • District LEA Lead = 1 • District Budget Lead = 1	• ILT • SSC • Staff Meeting

Markham	Grade TK= 4 Grade K= 44 Grade 1= 45 Grade 2= 50 Grade 3= 47	Grade TK= 1 Grade K= 1 Grade 1= 2 Grade 2= 2 Grade 3= 2	• Principal = 1 • Site Based Coach = 2 • District LEA Lead = 1 • District Budget Lead = 1	• ILT • Staff Meeting • Families - Coffee with Principal
Parker	Grade K= 21 Grade 1= 29 Grade 2= 23 Grade 3= 34	Grade K= 1 Grade 1= 1 Grade 2= 1 Grade 3= 2	• Principal = 1 • Site Based Coach = 1 • District LEA Lead = 1 • District Budget Lead = 1	• K-2 PLC • ILT • SSC • Staff Meeting
Prescott	Grade TK= 18 Grade K= 19 Grade 1= 29 Grade 2= 15 Grade 3= 13	Grade TK= 1 Grade K= 1 Grade 1= 1 Grade 2= 1	• Principal = 1 • Site Based Coach = 1 • District LEA Lead = 1 • District Budget Lead = 1	• School Board Member • PFT (Family Group) • SSC • Staff Meeting
New Highland	Grade TK= 1 Grade K= 46 Grade 1= 46 Grade 2= 45 Grade 3= 77	Grade K= 2 Grade 1= 2 Grade 2= 2 Grade 3= 4	• Principal = 2 • Site Based Coach = 1 • District LEA Lead = 1 • District Budget Lead = 1	• ILT • Staff Meeting
Overall Participant Totals	2,036 students	92 teachers	26 administrators	