

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

Email/Phone: romy.trigg-smith@ousd.org

Fiscal Lead: Troylynn Turner

Email/Phone: troylynn.turner@ousd.org

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

☐ 1. Manzanita Community School	☐ 6. Select to enter text.
☐ 2. Select to enter text.	☐ 7. Select to enter text.
☐ 3. Select to enter text.	☐ 8. Select to enter text.
☐ 4. Select to enter text.	☐ 9. Select to enter text.
☐ 5. Select to enter text.	☐ 10. Select to enter text.

Supporting Agency or Agencies: (i.e. 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>	<i>School-level practices include professional development, walkthroughs and coaching from the Climate and Culture Team, incorporating Restorative Justice practices, and monthly Anti-Racist Book Study.</i>	<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>	<i>School-level practices include implementing the Caring Schools Community SEL Curriculum and whole class and small group social skills lessons from school social worker.</i>	<i>N/A We did not consider this the core issue during our root cause analysis.</i>

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Experience of pupils below grade-level standard on the ELA content standards	<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>	<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 around complex text including explicit vocabulary instruction as well as designated ELD.</i>	<i>Manzanita Community School, at the time of the ELSB root cause analysis, identified the cause of poor 3rd grade reading achievement to be inconsistent instruction in sight words, phonological awareness, and phonics.</i> <u>Manzanita Community Root Cause Jamboard</u> <u>Data Sheet</u>	<i>Based on our root cause analysis the evidence led us to the following areas of need:</i> <i>We will improve in our knowledge and skill of implementing phonics and phonemic awareness in grades K-3 by explicitly and consistently teaching SIPPS and providing individualized academic supports as measured by professional development calendar, coaching cycles, collaborative lesson plans and peer observations.</i> <i>We will improve in our TK/K-3 collection of valid, predictive and reliable data by administering and analyzing DIBELS and i-Ready data three times a year as measured by assessment calendar, data collection forms, and data conference schedules.</i> <i>We will improve in language comprehension</i>
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				<i>instruction by implementing direct vocabulary instruction and access to grade level complex text as measured by teacher participation in professional learning of new curriculum, EL Education, instruction coaching, cycles of inquiry, and observations and feedback .</i>
Experience of families of pupils below grade-level standard on the ELA content standards	<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>	<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>	<i>MCS engages families through SSC meetings, parent-teacher conferences, Parent Square Messages, newsletters, and monthly family workshops.</i>	<i>N/A We did not consider this the core issue during our root cause analysis</i>

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)]

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2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	<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> <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> <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>	<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> <i>In 20-21, by the Spring (May), Only 31% of 2nd graders were proficient in the Phonics domain of i-Ready.</i> <i>33% of 3rd graders were performing 2 or more grade-levels below in phonics.</i> <i>We did not have data collection practices around SIPPS Mastery Tests,</i>	<i>In the 2020-2021 school year, 19% of K-5 students met their typical growth goal on the i-Ready Reading Diagnostic Assessment despite being in a year of distance learning.</i> ELSB Grant MCS Data	<i>In the 2020-2021 school year, 60% of students scored at least one grade level below on the Spring i-Ready Reading Diagnostic Assessment.</i>

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		<i>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>	<i>In 2020-2021, at the time of the ELSB root cause analysis, some teachers were implementing the SIPPS and Heggerty curriculums to support students with phonics and phonological awareness.</i>	<i>In 2020-2021, at the time of the ELSB root cause analysis, not all teachers had the materials and training to implement SIPPS, Letter Naming, and Heggerty to support students with phonics and phonological awareness. We were not collecting academic practice data on % of classrooms implementing foundational skills curriculum.</i>
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</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>	<i>At the time of ELSB root cause analysis, our school had not yet adopted the EL Education curriculum. Some teachers were using Lucy Calkins Reading and Writing Workshop. Our school was using the i-Ready Diagnostic as our universal screener, but were inconsistently collecting data through progress monitoring assessments.</i>	<i>At the time of ELSB root cause analysis, our school had not yet adopted the EL Education curriculum. Some teachers were using Lucy Calkins Reading and Writing Workshop. Our school was using the i-Ready Diagnostic as our universal screener, but were inconsistently collecting data through</i>

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	<i>implemented Word Recognition instruction in their literacy program (eg. SIPPS or Heggerty).</i>			<i>progress monitoring assessments.</i>
Equity and performance gaps	<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>	<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> <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</i>	<i>In the 2020-2021 school year, 21% of English Learners met their Annual Typical growth goal on the spring i-Ready Reading Diagnostic Assessment. 17% of English Only students met their Annual Typical Growth Goal.</i>	<i>In the 2020-2021 school year, only 10% of special education students met their Annual Typical growth goal on the spring i-Ready Reading Diagnostic assessment compared to 26% of students not in special education.</i>

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		<i>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>		
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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
Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Goal #1 <i>We will improve in our knowledge and skill of implementing phonics and phonemic awareness in grades K-3 by explicitly and consistently teaching SIPPS and providing individualized academic supports as measured by professional development calendar, coaching cycles, collaborative lesson plans and peer observations.</i>	<i>By September 2021, hire a literacy coach to work with students in grade K-3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i> <i>By September 2021, hire four early literacy tutors to work with students in grades K-3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<u>TSA-Early Literacy Instructional Coach</u> -job description <u>Early Literacy Tutor</u> -job description <u>PLC Schedule 2021-2022</u>	<i>This year we were able to hire a coach, but next year she will be moving back into the classroom so we will need to hire a new Early Literacy Instructional Coach TSA</i> <i>Hiring an Early Lit Coach had a positive impact on our ability to improve our knowledge and skill of implementing phonics and phonemic awareness because our coach was able to provide</i>

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				observations/feedback on phonics/PA instruction, facilitate PLCs focused on phonics/PA instruction, and organize PD for phonics/PA instruction.
Development of strategies to provide culturally responsive curriculum and instruction	No action.	No action.	No action.	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in the action plan.
Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to	Goal #1 We will improve in our knowledge and skill of implementing phonics and phonemic awareness in grades K-3 by explicitly and consistently teaching SIPPS and providing individualized academic supports as measured by	By September 30, 2021, all K-3 teachers will be trained in SIPPS curriculum, including how to effectively and efficiently complete placement and mastery assessments.	• PD Calendar • Assessment Calendar • Teachers' knowledge of data dashboards	With the support of our Network 2 Early Literacy Coach, we were able to provide all teachers and tutors with SIPPS training. Using PLC time to go over assessments and giving Early Literacy tutors Illuminate training and

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help identify and support struggling pupils	<i>professional development calendar, coaching cycles, collaborative lesson plans and peer observations.</i>			access helped with the effective and efficient completion of placement tests and mastery assessment. MCS Foundational Skills Site Implementation 21-22 Indicators
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	Goal #3 <i>We Will improve in language comprehension instruction by implementing direct vocabulary instruction and access to grade level complex text as measured by teacher participation in professional learning of new curriculum EL Education, instructional coaching, cycles of inquiry, and observations and feedback by June 2022.</i>	By September 30, 2021, all K-5 teachers will be trained In EL Education, by attending district approved training. OUSD Summer Literacy Institute OUSD Summer Institute Schedules	- Teachers attendance to EL Education PD and subsequent trainings - Collaboration and Communication with Instructional Coach - Feedback from focused classroom observations	Note: This action/activity was not funded by ELSB funds but critical to advancing towards our Goal #3. With the support of site and district trainings all teachers were trained in EL Ed. Weekly grade level PLCs supported teachers in unpacking and implementing EL Ed. PD opportunities for teachers to attend EL Education PD, debrief conversations with their coach, and grade-level PLCs, had a positive impact because it allowed our teachers to become more comfortable with

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				<i>implementing an ELA curriculum that had rigorous complex text instruction.</i> EL Ed Learning Walk BOY EL Ed Learning Walk MOY EL Ed Learning Walk EOY
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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
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	Goal # 1 <i>We will improve in our knowledge and skill of implementing phonics and phonemic awareness in grades K-3 by explicitly and consistently teaching SIPPS and providing individualized academic supports as measured by professional development calendar, coaching cycles,</i>	<i>By August 2021, inventory current SIPPS Curriculum kits and if necessary request SIPPS Curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i>	<i>purchase and distribution of SIPPS and Heggerty Materials</i> <i>Professional development for teachers and early literacy tutors</i>	<i>This action did not have an impact on our progress as we did not fund materials out of our ELSB budget this year as the district was purchasing additional SIPPS kits.</i> <i>Although there was paper shortage that led to the back order of some items [SIPPS Challenge and Heggerty Manuals], the</i>

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development for staff on effective use of these materials	<i>collaborative lesson plans and peer observations.</i>			<i>district created virtual resources for Early Literacy Materials and the One Stop SIPPS document ensured that teachers and tutors had all material to implement Foundational Skills instruction.</i> <i>Collaboration with the Network 2 Early Literacy Coach ensured there was professional development for staff on how to use Heggerty and SIPPS materials.</i> <u>MANZANITA Foundational Skills Site Implementation 21-22 Indicators EOY Comparison</u>
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	<i>Goal #2</i> <i>We will improve in our TK/K-3 collection of valid, predictive & reliable data by administering and analyzing DIBELS and I-Ready data three times a year as measured by assessment calendar, data collection forms, and data</i>	<i>By August 2021, develop a monitoring plan to include data collection from DIBELS screening and i-Ready diagnostic to assess implementation of professional learning plan as well as cycles of improvement.</i>	● <i>DIBELS Screening Assessment</i> ● <i>I-Ready Diagnostic Data</i> ● <u>SIPPS Mastery Test Participation</u> ● <u>Assessment Calendar</u> ● <i>Teachers knowledge of data dashboards</i>	<i>Through implementing the action steps identified in our goal teachers were supported in building systems to consistently collect DIBELS, i-Ready, and SIPP's Mastery Test Data.</i>

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	<i>conference schedules by June 2022.</i>	<i>By September 30, 2021, teachers in grade K-2 will be trained in DIBELS and i-Ready administration, administer these assessments, and participate in data analysis, by attending training, completing necessary data collection forms, and participating in literacy data dives.</i>	• <i>Data conference outcomes</i>	
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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
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	<i>No Action</i>	<i>No Action</i>	<i>No Action</i>	<i>We do not need to create an action item around the provision of expanded learning resources because these supports are already provided through our school and district.</i> <i>EBAYC afterschool program</i>

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				21-22 MCS Budget
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	No Action	No Action	No Action	Students are already able to bring breakfast into the classroom.
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	Goal #3 <i>We Will improve in language comprehension instruction by implementing direct vocabulary instruction and access to grade level complex text as measured by teacher participation in professional learning of new curriculum EL Education, instructional coaching, cycles of inquiry, and observations and feedback by June 2022.</i>	<i>By September 2021, purchase complex texts that are culturally relevant and classroom libraries that are representative of our students in order to improve pupil connectedness and engagement in literacy instruction.</i>	<i># of culturally relevant books purchased for classroom libraries</i> <i>-classroom walk through data would show increased student engagement due to culturally relevant texts</i> <i>-i Ready data focused on the vocab domain wo see if increased student engagement increases vocabulary</i>	<i>This did not happen but we plan to purchase these materials for next year to support progress towards this goal. Therefore at this time, this activity has not had an impact on progress towards this goal.</i>

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Strategies to implement research-based social-emotional learning approaches, including restorative justice	No Action	No Action	No Action	Our school is currently implementing a state-approved core SEL curriculum and will be deepening our implementation of the Caring School Communities curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, it was not included in the action plan.
Expanded access to the school library	No Action	No Action	No Action	Our school library is open everyday an hour before and after school with a school librarian so that families of students can access books and participate in programming with our school librarian.

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
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Development of trauma-informed practices and supports for pupils and families	Goal #3 <i>We Will improve in language comprehension instruction by implementing direct vocabulary instruction and access to grade level complex text as measured by teacher participation in professional learning of new curriculum EL Education, instructional coaching, cycles of inquiry, and observations and feedback by June 2022.</i>	<i>By December 2021, provide professional development for staff on Culturally Responsive Pedagogy and anti-racism, to support student literacy instruction. Monthly professional development will follow.</i>	● <i>Monthly anti-racism book study</i> ● <i>PD Calendar</i>	We provided the monthly PD focused on anti-racism for our staff. We did not see a change in the demographics of our office referrals or students missing classroom instruction. This is a practice we will continue next school year in order to increase student engagement for all of our students.
Provision of mental health resources to support pupil learning	No action	No action	No action	<i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i>
Strategies to implement multi-tiered systems of support and the response to intervention approach	No action.	No action	No action	<i>We do not need to create an action item around the implementation of multi-tiered systems of support because these supports are already provided through our school and district.</i>
	No action.	No action	No action	<i>We did not need to include this in year 1 because we</i>

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Development of literacy training and education for parents to help develop a supportive literacy environment in the home				<i>already have monthly literacy training offered to families.</i>
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	No action.	No action	No action	<i>We currently have a monthly newsletter that goes out to all families that provides information on how to support their child's literacy needs.</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>Our district has supported schools developing climate and culture plans incorporating Restorative Justice principles and</i>	<i>N/A We still do not consider this the core issue.</i>	<i>School-level practices include professional development, walkthroughs and coaching from the Climate and Culture Team,</i>	<i>A majority of our K–3 students are testing below proficiency in reading comprehension . We need</i>

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	<i>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 around school routines and procedures specific to supporting the return to in-person instruction.</i>		<i>incorporating Restorative Justice practices, and monthly Anti-Racist Book Study.</i>	<i>to become more targeted in instruction of complex and culturally relevant texts to improve engagement and pupil connectedness to learning. Instructional Coach, EL Education training, and professional learning will be leveraged to target this 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>	<i>School-level practices include implementing the Caring Schools Community SEL Curriculum and whole class and small group social skills lessons from school social worker.</i>	<i>N/A We did not consider this the core issue during our root cause analysis.</i>
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,</i>	<i>The district recognizes we still need to improve our explicit, systematic and structured foundational skill (phonics, phonemic</i>	<i>Consistent SIPPS K-3 implementation on a daily basis Daily Heggerty lessons K-2</i>	<i>We will continue to provide this support</i>

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	and teacher support in both areas of Decoding and Language Comprehension (both strands of Scarborough's rope). Our district adopted EL 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.	awareness, sight word, fluency) instruction across all sites for Kinder through 2nd grade students. Although we have set the expectation, provided 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.	Analyzing SIPPS data to differentiate and make groups	
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Families of pupils below grade-level standard on the ELA content standards	<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 prototypes for home literacy kits to send home with students by grade-level to reinforce the key milestones of that grade-level.</i>	<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>	<i>Engage families in ways to supports students at home</i>	<i>Families need support supporting students at home</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>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 <i>Letter Names:</i> 86% of Kindergarten students knew their letters in English by the end of the school year, including 85% of Black or African American students and 77% of Latino students. <i>SIPPS Mastery Test:</i>	<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 <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.	34% of students met their typical growth goal on the i-Ready Diagnostic Reading Assessment. This is a 15% improvement from the 2020-2021 school year. 71% of K-5 students scored proficient or above proficient in phonological awareness on the Spring i-Ready assessment. ELSB Grant 2021-2022 Data	Only 18% of K-5 students scored on or above grade level in comprehension of informational texts according to the spring i-Ready Diagnostic.

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	<i>We increased the percentage of students taking SIPPS Mastery tests from 13.7% in September to 55.8% in May</i>			
Data on effective practices (reference previous chart)	<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 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</i>	<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 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>	<i>Teachers built consistency around foundational literacy skill instruction through implementing the SIPPS and Heggerty Curriculums. According to the Foundational Skills Implementation Rubric, 100% teachers received training and materials in SIPPS, Heggerty and Letternaming instruction: MANZANITA Foundational Skills Site Implementation 21-22 Indicators EOY Comparison</i>	<i>There is an imbalance in instruction between veteran teachers and newer staff. Not all students are receiving the same quality of instruction across teachers.</i>

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	<i>number had increased to 30 schools.</i>			
Data on ineffective practices (reference previous chart)	<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>	<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>	<i>There is an imbalance in instruction between veteran teachers and newer staff. Not all students are receiving the same quality of instruction across teachers.</i>	<i>-inconsistency with staffing -skill level of staff</i>
Equity and performance gaps	<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>	<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). 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>	<i>-all tutors SIPPS trained</i>	<i>-inconsistent staffing -skill level of staff</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	Select to enter text.	Select to enter text.	Select to enter text.	Select to enter text.
Support for literacy learning	Select to enter text.	Select to enter text.	Select to enter text.	Select to enter text.
Pupil supports	<i>By September 2021, purchase complex texts that are culturally relevant and classroom libraries that are representative of our students in order to improve pupil connectedness and engagement in literacy instruction.</i>	<i>We were unable to implement in year 1-carry over to year 2.</i> <i>By September 2022, purchase complex texts that are culturally relevant and classroom libraries that are representative of our students in order to improve pupil connectedness and engagement in literacy instruction.</i>	Select to enter text.	Lack culturally relevant texts for students

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Family supports	<i>We did not have an original action item in this domain.</i>	<i>Family workshops 3 times a year focused on Early Literacy support</i>	<i>We want families to continue the literacy work at home and have concrete strategies to do so.</i>	<i>Attendance to workshops</i>
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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)]