

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):

Escuela Popular Accelerated Family Learning Center

Report Submitted By (Name/Title): Patricia Requerin, Executive Director

Phone/Email:
patricia@escuelapopular.org

Period Covered: January 2021 through June 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.).

Section A:

Attended 9 session hosted by SCOE to aid in the development of the plan:

1/26/2021 2:30 PM - 4:00 PM
2/9/2021 2:30 PM - 4:00 PM
2/23/2021 2:30 PM - 4:00 PM
3/9/2021 2:30 PM - 4:00 PM
3/23/2021 2:00 PM - 3:00 PM
4/13/2021 2:30 PM - 4:00 PM
4/20/2021 2:00 PM - 3:00 PM
5/4/2021 2:30 PM - 4:00 PM
5/18/2021 2:00 PM - 3:00 PM

Additional meetings were held to continue the work done on the root cause analysis:

3/2 3pm
3/16 3:30pm
4/15 3pm
4/27 3pm
4/30 pm

District-level meetings were attended:

Orientation: January 15, 2021 from 10 am - 11:30 am
District Meeting: April 16, 2021 from 9:30 - 11:30 am
District Meeting to finalize: 5/11.11:00am
District Meeting to finalize 5/25 11:00am
District Meeting to finalize 6/3 3:00pm

During the Team meetings for Sessions 4 and 5 the Early Literacy team gathered information on what the root problem is for Escuela Popular. The team reviewed the current curriculum (Benchmark Adelante and Advance) which is used by teachers, NWEA English Language Arts assessment data, feedback from grade-level meetings, teacher observations, and then determined the areas of strengths and weaknesses.

Strength:

- Focus on high frequency words that students are able to memorize and practice in order to increase their Oral Reading Fluency.
- Divide students into small groups based on the student's reading level.
- Teachers need to focus on phonemic awareness skills to increase our students' Oral Reading Fluency.

Weakness:

- Lack of exposure to academic vocabulary.
- Give students reading materials to take home in order to increase students' reading level.
- The socio-economic status of the parents.
- Not all students can recognize all the letter names and sounds.
- Teachers need to focus on phonemic awareness skills to increase our students' Oral Reading Fluency.
- EP teachers need to analyze the NWEA Data to help guide their teaching
- LPAC and NWEA data results are not being used.
- Lack of systematic exposure to grade level reading materials.
- Lack of exposure to complex vocabulary through modeling using read alouds.
- 45%of students in 1st grade are on track to meet our Oral Reading Fluency.
- 70% of students do not read at grade level.
- Most teachers are unfamiliar with all the components of Benchmark and therefore underutilizing strategies and tools within the program

After reviewing everything as a team, the Early Literacy team used the Jamboard to focus on the following problem statement for TK-3rd grade.

Problem Statement: Too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.

This problem of statement resonated with the team as they reviewed the NWEA data for 3rd grade.

During session 6 of the Early Literacy planning meeting the Early Literacy team reviewed the information from the previous planning session, assessed data collected, and discussed how the root cause analysis (fishbone diagram) could be put into actionable items. This allowed the team to generate SMARTe goals that were focused on the two major areas that continued to be highlighted throughout the process and planning meetings. These areas were identified as professional development to support instruction on phonics and fluency instruction, and assessments.

The team reviewed the Benchmark curriculum along with the various assessments that the instructional program.

Evaluations of Fundamental skills from Benchmark Adelante and Benchmark Advance Weekly and Unit Assessments which are meant to measure student progress and inform instruction through assessment

opportunities. Additionally it was shared that many materials are included with the Benchmark curriculum.

After the team reviewed all the various materials there was a clear agreement that most of the instructional team was not familiar or comfortable with all the components of the curriculum. The team members shared that they were surprised by how much was available but had not received formal professional development on how to access and implement instruction with these tools.

While this process was happening EP's Local Control Accountability Plan and Extended Learning Grant was also being worked on which allowed the Early Literacy team to determine the focus area that could create a greater impact on student learning.

Stakeholder meetings were on:

- May 10, 2021: Flexible Learning Committee (composed of all department heads in the school during remote learning)

The early literacy team presented guidelines and received feedback from the flexible learning committee on what could contribute to the root cause as the early literacy team continued to formulate the plan. Later the early literacy team presented the draft proposal with expected expenditures during the various flexible learning committee subgroups. The discussion was rich but discussion notes were not typed, instead they were added to the root cause analysis Jamboard. A feedback survey was given to provide feedback on any of the items on the agenda, including the early literacy plan.

- May 12, 2021: TK-12th grade teachers Presentation on Early Literacy Proposed Plan

Presented the proposed plan, gathered feedback, held a question and answer session for all TK-12th grade teachers. Given that for TK-3rd there are only two teachers per grade this session helped keep everyone else informed and learn about what the TK-3rd grade teams would be focusing on for the next school year.

- May 24th, 2021: School Site Council Meeting/Presentation on Early Literacy

The early literacy team presented on the proposed plan & expenditures with a question and answer session but given the low attendance a new meeting was scheduled to allow for more parents to attend on June 1, 2021.

- School-wide leadership was kept informed of progress by the Instructional Leader (principal) at the weekly standing leadership meetings on Wednesdays from 10:30 am - 12:30pm
- School Board of Directors Meetings in April and June

B.

LEA lead: Daisy Barocio

Fiscal lead: Peter Laub

C.

Members:

- TK/K: Silvia Cortes
- 1st: Sylvia Valdez
- 2nd: Yasna Morales
- 3rd: Julio Avalos
- Principal: Lourdes Mendiola
- Resource: Martha Duarte
- District Admin: Daisy Barocio

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.

During the Team meetings for Sessions 4 and 5 the Early Literacy team gathered information on what the root problem is for Escuela Popular. The team reviewed the current curriculum (Benchmark Adelante and Advance) which is used by teachers, NWEA English Language Arts assessment data, feedback from grade-level meetings, teacher observations, and then determined the areas of strengths and weaknesses.

Strength:

- Focus on high frequency words that students are able to memorize and practice in order to increase their Oral Reading Fluency.
- Divide students into small groups based on the student's reading level.
- Teachers need to focus on phonemic awareness skills to increase our students' Oral Reading Fluency.

Weakness:

- Lack of exposure to academic vocabulary.
- Give students reading materials to take home in order to increase students' reading level.
- The socio-economic status of the parents.
- Not all students can recognize all the letter names and sounds.
- Teachers need to focus on phonemic awareness skills to increase our students' Oral Reading Fluency.
- EP teachers need to analyze the NWEA Data to help guide their teaching
- LPAC and NWEA data results are not being used.
- Lack of systematic exposure to grade level reading materials.
- Lack of exposure to complex vocabulary through modeling using read alouds.
- 45%of students in 1st grade are on track to meet our Oral Reading Fluency.
- 70% of students do not read at grade level.
- Most teachers are unfamiliar with all the components of Benchmark and therefore underutilizing strategies and tools within the program

After reviewing everything as a team, the Early Literacy team used the Jamboard to focus on the following problem statement for TK-3rd grade.

Problem Statement: Too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.

This problem of statement resonated with the team as they reviewed the NWEA data for 3rd grade.

During session 6 of the Early Literacy planning meeting the Early Literacy team reviewed the information from the previous planning session, assessed data collected, and discussed how the root cause analysis (fishbone diagram) could be put into actionable items. This allowed the team to generate SMARTe goals that were focused on the two major areas that continued to be highlighted throughout the process and planning meetings. These areas were identified as professional development to support instruction on phonics and fluency instruction, and assessments.

The team reviewed the Benchmark curriculum along with the various assessments that the instructional program includes such as:

Evaluations of Fundamental skills from Benchmark Adelante and Benchmark Advance Weekly and Unit Assessments which are meant to measure student progress and inform instruction through assessment opportunities.

- Assessments of foundational Skills has three level A for K
- Letter recognition, Phonemic awareness, Letter sounds, word recognition.
- Assessments level B for 1st grade
- Assessments level C for 2nd grade
- Vowels, Consonants, Word recognition, Words study skills.

Additionally it was shared that many materials are included with the Benchmark curriculum:

Literacy Material to support Fundamental Skills For Spanish and English

- Benchmark Adelante and Advance Foundational Skills
- Explicit, Systematic Phonics K-1st grade
- Blends Words/Model (20 min)
- Phonological Awareness(Phoneme Categorization)
- Spelling/Model
- Spelling-Sound Correspondences
- High-Frequency Words (Introduce/Review last week's words)
- Handwriting (sentences that include high-frequency words)
- Picture /Words Card
- Practice HFW(Cards)
- Letter Cards
- Frieze Cards
- Phonics Word Mats
- Large Sounds Spelling Cards K-6 (Action Rhyme,Articulation,English Learners, Tongue Twisters)
- Vocabulary and Spelling(each unit)
- Grammar and Spelling Practice Book
- Decodable Readers Books
- Phonics and High Frequency Words Practice Book
- Level Texts K-1
- Intervention Resources(Fluency, Phonological Awareness,Phonics and Word Recognition,Writing and Language Handbook,Print Concepts)
- Writing Aligned to CCSS
- Read-Aloud Handbook
- My Shared Reading-At Home (calendar per unit)

After the team reviewed all the various materials there was a clear agreement that most of the instructional team was not familiar or comfortable with all the components of the curriculum. The team members shared that they were surprised by how much was

available but had not received formal professional development on how to access and implement instruction with these tools.

While this process was happening EP's Local Control Accountability Plan and Extended Learning Grant was also being worked on which allowed the Early Literacy team to determine the focus area that could create a greater impact on student learning.

3. 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.

A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to its needs assessment. EPs need to improve their instructional groupings of students.

As seen in our [needs assessment](#), increased access to high quality teacher coaching and implementation of the curriculum, along with phonics and fluency is highly needed. Training on data collection and analysis is needed to improve specific strategies regarding reading instruction. There is currently a lack of consistency regarding data collection across grade levels. We need to become better informed regarding the collection and analysis of data to improve our literacy instruction.

Evidence- based professional development will include strategies/modeling on how to use the Benchmark Adelante student assessments in determining reading level. Teachers will have time allotted during their beginning of the year PD to explore and become comfortable using the online Benchmark digital learning modules that go through the use of the various components of the curriculum. How to begin with the appropriate first exam (how to determine which reading test to begin with). Training on running record exams for teachers. How to target where the student needs help.

Based on the oral fluency data and as seen in our [Early Literacy Improvement Strategy Development](#) tool we will need the entire team to work together to implement our plan.

Data used:

[Jamboard for Root Cause Analysis](#)
[Page 2](#)

[NWEA Data Tables for 2020-21](#)

[DRA 3rd grade 2018-2019](#)

[DRA pre and post inquiry project 3rd grade 2019-2020](#)

[DRA 3rd grade Spanish 2019-2020](#)

[NWEA 3rd grade 2020-2021](#)

[Spanish Reading Scores 3rd grade 2020-2021](#)

[1st grade Spanish Oral Reading Fluency Scores 2020-2021](#)

[ASW 1st/2nd grade 2019-2020](#)

[1st/2nd grade Spanish Oral Reading Fluency Scores 2019](#)

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*.

Stakeholder meetings were on:

- May 10, 2021: Flexible Learning Committee (composed of all department heads in the school during remote learning)

The early literacy team presented guidelines and received feedback from the flexible learning committee on what could contribute to the root cause as the early literacy team continued to formulate the plan. Later the early literacy team presented the draft proposal with expected expenditures during the various flexible learning committee subgroups. The discussion was rich but discussion notes were not typed, instead they were added to the root cause analysis Jamboard. A feedback survey was given to provide feedback on any of the items on the agenda, including the early literacy plan.

- May 12, 2021: TK-12th grade teachers Presentation on Early Literacy Proposed Plan

Presented the proposed plan, gathered feedback, held a question and answer session for all TK-12th grade teachers. Given that for TK-3rd there are only two teachers per grade this session helped keep everyone else informed and learn about what the TK-3rd grade teams would be focusing on for the next school year.

- May 24th, 2021: School Site Council Meeting/Presentation on Early Literacy

The early literacy team presented on the proposed plan & expenditures with a question and answer session but given the low attendance a new meeting was scheduled to allow for more parents to attend on June 1, 2021.

- School-wide leadership was kept informed of progress by the Instructional Leader (principal) at the weekly standing leadership meetings on Wednesdays from 10:30 am - 12:30pm
- School Board of Directors Meetings in April and June

Public notices for School Site Council and School Board of Directors meetings were posted on the school website, various locations around campus within their respective required timeframes. All meetings were held online via zoom or google meet.

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.

A partnership was created with Sacramento County of Education. All sessions were held online:

1/26/2021 2:30 PM - 4:00 PM
2/9/2021 2:30 PM - 4:00 PM
2/23/2021 2:30 PM - 4:00 PM
3/9/2021 2:30 PM - 4:00 PM
3/23/2021 2:00 PM - 3:00 PM
4/13/2021 2:30 PM - 4:00 PM
4/20/2021 2:00 PM - 3:00 PM
5/4/2021 2:30 PM - 4:00 PM
5/18/2021 2:00 PM - 3:00 PM

They provided professional development and guidance to the team as we navigated through the different sections of the root cause analysis, needs assessment and the literacy action plan.

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).

By including the lead teachers for TK-3rd grade all lower grade classes have a role in determining the impact of the findings of the root cause analysis and needs assessment. Given that Escuela Popular has a small team all teachers represented their grade-levels and shared their personal experience and student data as they delved into the problem statement. Given the class sizes the teachers and staff felt they could make tangible growth if they all worked on the selected areas. Overall, the lower grade students would receive the direct support but even those students in the upper grades would reap the benefit given the cross-grade level collaboration and the small size of the instructional team. An added benefit to this small size was able to bring in a representative from our special education department who works with students TK-3rd. This gave a cross-grade level perspective. While 120 students will directly receive the support the skills that the teachers obtain will benefit more students in the following years.

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...	<ul style="list-style-type: none"> ● District ELA Curriculum Director = 1 ● District Literacy Coaches = 10 ● District Budget Technician = 2 ● Mozart Admin = 1, etc. 	<ul style="list-style-type: none"> ● 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>
Overall Participant Totals	TK/K = 31 1 = 25 2 = 32 3 = 32 Escuela Popular	TK/K = 1 1 = 1 2 = 1 3 = 1 SpEd = 1 Escuela Popular	District ELA Director = 1 Site Administrator =1 District Budget = 1	SSC (7) School Board (7) Leadership Team (14)

--	--	--	--	--

Early Literacy Support Block (ELSB) Grant 12-1-2020 to 6-30-2024 Year-to-Date Expenditures and Progress Report
ELSB Grant Program - Planning Year (12/01/2020 - 06/30/2021) Expenditures

California Department of Education
 Educator Excellence and Equity Division
 ELSB Grant Program
 1430 N Street, Suite 4309, Sacramento, CA 95814

Please Note: The LEA information and the Budget and Expenditure Amounts will autopopulate from the LEA Info and Narrative Form. Please select the correct check box for #4, #17, and #18.

1. Grant Award No.: 20-25515-CO502-00 Total Grant Award: \$613,140.00

2. Local Educational Agency: Escuela Popular Accelerated Family Learning

3. Project Director: Daisy Barocio Phone: (408) 426-6592 (12/01/20 - 09/31/21) Due 04/30/21

FAX Number: (408) 275-1575 E-mail: daisy@rescuelpopular.org (04/01/21 - 06/30/21) Due 07/30/21

4. Reporting Time Frame (Select One)
 1st Report
 2nd Report
 3rd Report
 4th Report

Standardized Account Code Structure	Resource Code: <u>7810</u>
	Revenue Object Code: <u>8590</u>

Object Code	Planning Year Budget		1st PERIOD		2nd PERIOD		3rd PERIOD		4th PERIOD		CUMULATIVE TOTAL Total of All Periods
	Expenditure	Balance	Expenditure	Balance	Expenditure	Balance	Expenditure	Balance	Expenditure	Balance	
1000-1999 Certificated											
Salaries/Supends	32,731.00		18,365.50	14,365.50	14,365.50	0.00	0.00	0.00	0.00	0.00	32,731.00
2000-2999 Classified Salaries	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999 Employee Benefits	9,819.30		5,509.65	4,309.65	4,309.65	0.00	0.00	0.00	0.00	0.00	9,819.30
4000-4999 Books and Supplies	3,084.40		0.00	3,084.40	3,084.40	0.00	0.00	0.00	0.00	0.00	3,084.40
5000-5999 Services and Other Operating Expenditures	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5200 Participant Travel/Project Staff	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5800 Professional/Consulting Services & Op. Exp.	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	45,634.70		23,875.15	21,759.55	21,759.55	0.00	0.00	0.00	0.00	0.00	45,634.70
7300-7999 Indirect Costs	2,281.74		1,193.76	1,087.98	1,087.98	0.00	0.00	0.00	0.00	0.00	2,156.13
14. 5100 Subagreement for Services	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
15. 6000-6999 Capital Outlay	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL	47,916.44		25,068.91	22,847.53	22,847.53	125.61	0.00	0.00	0.00	0.00	47,790.83

17. Budget Revision Requested (10% rule) Yes No
 Check the box that applies.
 A Budget Revision is required for changes over 10 percent on any line item (either an under expenditure or over expenditure).
 If yes is checked, a Budget Revision Request and Justification forms must be attached for review and approval.

18. Activities are being conducted as planned.
 Activities are not being conducted as planned.
 Check the box that applies.

This is to certify that the Year-to-Date Expenditures and Progress Report has been prepared in accordance with the applicable Federal and State regulations. To the best of my knowledge, the data contained in this report are true and accurate. Any program results are supported by documented deliverables (i.e., professional development/products) on file at the Local Educational Agency.

19. Daisy Barocio Date 8/12/21
 Project Director (Printed Name and Signature)
Patricia Requena Date 8/12/21
 Superintendent Designee (Printed Name and Signature)
 Other Signature, if required (Printed Name and Signature) _____ Date _____

20. _____ Date _____
 CDE Fiscal Monitor's Approval
 _____ Date _____
 CDE Project Monitor's Approval
 _____ Date _____
 CDE Administrator's Approval