

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 30, 2022**.

LEA Name: Escuela Popular

Program Lead: Patricia Reguerin

Email/Phone: patricia@escuelapopular.org / 408-426-6593

Fiscal Lead: Patricia Reguerin/Peter Laub

Email/Phone: patricia@escuelapopular.org / 408-426-6593

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

<input checked="" type="checkbox"/> 1. Escuela Popular Accelerated Family Learning Center	<input type="checkbox"/> 6. Select to enter text.
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Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text. SCOE, ELSB Grant Expert Lead in Literacy

LEA URL for public posting of ELSB Grant Reports:

<https://www.escuelapopular.org/early-literacy-support-block-grant-program/>

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

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1. In review, please eds, 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)]

Note: Review Literacy Action Plan Section 1, 1.2 Root Cause

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Stand alone school.	Stand alone school.	Not Applicable	Based on Root cause analysis this is not an area of need. Also being addressed in LCAP. EP does not need to create an action item around the provision of culture & climate resources because these supports are already provided through other school funds.
Social-emotional learning	Stand alone school.	Stand alone school.	Not Applicable	EP does not need to create an action item around the provision of culture and climate resources because these supports are already provided through at school. Additionally the Root Cause Analysis did

				not indicate this was an area of need.
Experience of pupils below grade-level standard on the ELA content standards	Stand alone school	Stand alone school	<ul style="list-style-type: none"> • NWEA and ELPAC data was analyzed which helped the teachers improve their practice. • Students were exposed to grade level appropriate reading materials through the Benchmark Advance curriculum. <p>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,</p>	<ul style="list-style-type: none"> • Even though the teachers attempted to expose students to academic vocabulary, this must be done with fidelity for students to have a constant exposure through daily opportunities to practice it. • Even though phonics were embedded into daily lessons, other phonemic awareness skills were not prioritized this year. Daily exposure to foundational skills other than phonics continue to be necessary. <p>Weakness:</p>

			<p>feedback from grade-level meetings, teacher observations, and then determined the areas of strengths and weaknesses.</p> <p>Strength:</p> <ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● 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.● Lack of systematic exposure to grade level
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			<ul style="list-style-type: none"> ● EP teachers need to analyze the NWEA Data to help guide their teaching (improved this year) ● ELPAC and NWEA data results are not being used. (improved this year) <p>This problem of statement resonated with the team as they reviewed the NWEA data for 3rd grade.</p>	<p>reading materials.</p> <ul style="list-style-type: none"> ● 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 <p>After reviewing everything as a team, the Early Literacy team used the Jamboard to focus on</p>
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				<p>the following problem statement for TK-3rd grade.</p> <p>Problem Statement: Too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.</p>
<p>Experience of families of pupils below grade level standard on the ELA content standards</p>	<p>Stand alone school.</p>	<p>Stand alone school.</p>	<p>Non-applicable.</p>	<p>Based on Root cause analysis this is not an area of need. Also being addressed in LCAP. EP does not need to create an action item around the experience of families of pupils below grade level on the ELA content standards because these supports are already provided through other school funds.</p>

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- 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.

Note: Review Literacy Action Plan Section 1, 1.3 Needs Assessment

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Stand alone school.	Stand alone school.	<p>Strength:</p> <ul style="list-style-type: none"> ● 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. Dibels level screener. 	<p>Needs Assessment Note Catcher</p> <p>Weakness:</p> <ul style="list-style-type: none"> ● 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

				<p>increase our students' Oral Reading Fluency.</p> <ul style="list-style-type: none">● 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. <p>Updated: NWEA 3rd grade</p>
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				<p>42 % met growth 11 % of students in 3rd grade are projected to be proficient on the SBAC.</p> <p>Data shows that students are not performing at 70% mastery levels.</p>
Data on effective practices <i>(reference previous chart)</i>	Stand alone school.	Stand alone school.	42% of students in 3rd grade met their NWEA growth target.	Need to continue focusing on data analysis and practices because while it increased it continues to be low.
Data on ineffective practices <i>(reference previous chart)</i>	Stand alone school.	Stand alone school.	Data review: data chart with all results	NWEA ELA proficient 12% Data review: NWEA Data 3rd Grade
Equity and performance gaps	Stand alone school.	Stand alone school.	Additionally, EP has applied for Extended Learning Grant which will provide students with more foundational reading skills to keep practicing their reading fluency within a small support group during the summer	This continues to be a focus within Extended Learning Grant and LCAP goals.

			and afterschool.	
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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)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and Metrics

Review Section 3: Categories 1-4 of Literacy Action Plan, Category 1: High-Quality Instruction for Specific

Actions

2021–2022 Category 1: High Quality Instruction	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
3.1a Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	EP will improve in students' reading fluency and phonics by 75% in our TK/K-3 grades by June 2022.	Goal 1: By August 2021, hire a bilingual coach to work closely with teachers in grades TK-3 to model lessons, assessments and modeling the curriculum in both English and Spanish.	In order to obtain Literacy achievement, specialists would provide teachers with teaching strategies on how to improve phonics and fluency skills in English and Spanish. The coach would model phonics and fluency strategies along with how to	Due to staff shortages, a coach was not hired.

			<p>utilize the adopted curriculum.</p> <p>Attached is our job description for the hiring of a Bilingual Coach Job description</p> <ul style="list-style-type: none"> ● <u>PD Plan & Collaboration schedule</u> ● Coaching calendar (developed by Instructional Leader (principal) & coach) integrating <u>coaching cycles</u> ● <u>Coaching Cycles Diagram</u> ● <u>Early Literacy Improvement Strategy Development</u> 	
	<p>EP will improve in its TK/K-3 collection of valid, predictive & reliable data by administering and analyzing Benchmark Adelante and DIBELS data three times a year as measured by</p>	<p>Goal 1 & 2: By August 2021, hire instructional bilingual aides to work with students in grades TK-3, to implement high frequency word evaluations and help support during class instruction in a small reading group in both</p>	<p>A majority of our TK-3 students are testing below proficiency in reading fluency according to our initial assessment data. We need to become more targeted in our instructional groupings so that</p>	<p>Due to staff shortages, aids were not hired.</p>

	<p>assessment calendar, data collection forms, and data conference schedules by June 2022.</p>	<p>English and Spanish.</p>	<p>students can be placed in differentiated groups based on ongoing formative assessment data. A Bilingual aide will be utilized to help student's practice in small reading groups, high frequency word practice and phonemic awareness support.</p> <ul style="list-style-type: none"> ● High frequency word assessments. ● Placement assessment data from Benchmark Adelante and Benchmark Advance. 	
	<p>EP will improve in students' reading fluency and phonics by 75% in our TK/K-3 grades by June 2022.</p>	<p>Goal 2: By August 2021, hire instructional aides to support students while and the teachers, and receive professional development and extra time regarding data analysis.</p>	<p>Fluency and phonics data were inconsistent, we did not meet our 75% increase. Benchmark and NWEA were used to monitor growth.</p>	<p>Due to staff shortages, aids were not was not hired.</p>

3.1b 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 a culturally responsive curriculum and instruction.
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3.1c Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils	EP will improve in students' reading fluency and phonics by 75% in our TK/K-3 grades by June 2022.	Goal 1: By September 2021, Professional development in Benchmark Advance in order to Explore Foundational Skills for Primary Grade K-2	<ul style="list-style-type: none"> ● PD Plan & Collaboration schedule ● Coaching calendar (developed by Instructional Leader (principal) & coach) Integrating coaching cycles ● Coaching Cycles Diagram ● Curriculum embedded Formative assessments. ● Running records based on timed oral fluency and phonics and word 	<p>Teachers met regularly to review data and learn about different teaching strategies.</p> <p>Due to staffing shortage a coach wasn't hired or aids. Items related to the coach and aids did not happen but they are planned for the following year.</p>
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			<p>recognition assessments applied three times a year.</p> <ul style="list-style-type: none">• High frequency word assessments.• Placement assessment data from Benchmark Adelante and Benchmark Advance.• <u>Early Literacy Improvement Strategy Development</u> <p>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</p>	
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			<p>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.</p> <p>Based on the oral fluency data and as seen in our <u>Early Literacy Improvement Strategy Development</u> tool we will need the entire team to work together to implement our plan:</p>	
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	<p>EP will improve in its TK/K-3 collection of valid, predictive & reliable data by administering and analyzing Benchmark Adelante and DIBELS data three times a year as measured by assessment calendar, data collection forms, and data conference schedules by June 2022.</p>	<p>Goal 2: By the beginning of October 2021, collection of data will begin. Teachers will previously receive training on data collection and analysis and will be given time to analyze such.</p>	<p>The Early Literacy team will be able to meet with all the instructional team once a month for 2-3 hours to plan lessons, review artifacts, analyze data, learn strategies, and develop the steps to implement with students. Teachers have 5 days of additional PD available at the Instructional Leader (principal) & Bilingual Literacy Coach's discretion to provide substitutes, aside from the monthly allocated in-service as seen within the PD plan. Of these 5 days 2-3 of them would be during the summer, teachers would be provided with a stipend to attend outside of their academic work calendar. These could be before or after the school year.</p>	
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			<p>The monthly meeting directly following the administration of one of the 3 assessment periods, as seen in the assessment plan, will be used to review the most current Dibbles/Idel, NWEA, ELPAC data.</p>	
<p>3.1d Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction</p>	<p>Professional development on how to utilize all the components of Benchmark Adelante and Benchmark Advance would allow teachers to understand how to use the tools provided to support the learning of their students in ELA and SLA with a more effective delivery of instruction in phonics and fluency.</p>	<p>In support of Goal 1: By September 2021, EP will have Benchmark Adelante provide EP teachers with a Professional Development on the various components of Benchmark Adelanta program that specifically focuses on literacy and student support using the curriculum. The following stakeholders would be involved in this professional development session:</p> <ul style="list-style-type: none"> ● Teachers ● instructional aides 	<ul style="list-style-type: none"> ● PD Plan & Collaboration schedule ● Coaching calendar (developed by Instructional Leader (principal) & coach) integrating coaching cycles ● Coaching Cycles Diagram ● Curriculum embedded Formative assessments. ● Running records based on timed oral fluency and phonics and word recognition assessments applied three times a year. 	<p>As evidence, student data collected by teachers. The framework should include a pacing guide, starting where a student's need has been established. The Benchmark Adelante guide would be a step by step to reach the goal.</p>

		<ul style="list-style-type: none"> ● school leaders ● literacy coaches ● bilingual reading specialists or aides ● special education staff 	<ul style="list-style-type: none"> ● High frequency word assessments. ● Placement assessment data from Benchmark Adelante and Benchmark Advance. ● Early Literacy Improvement Strategy Development 	
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		<p>Goal 2: Based on the Oral Reading Fluency data EP will help support instruction based on student needs and break down data to determine if students need phonemic awareness, fluency support at their reading level.</p>		
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4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A B)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and Metrics Review

Section 3: Categories 1-4 of Literacy Action Plan, Category 2: Support for Literacy Learning for Specific Actions

<p>2021–2022 Category 2: Support for Literacy Learning</p>	<p>Specific Goal</p>	<p>Specific Action</p>	<p>Metrics for Assessment Towards Achievement of the Goal</p>	<p>Rationale for Positive/Negative Outcome</p>
<p>3.2a Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials</p>	<p>EP will improve in students' reading fluency and phonics by 75% in our TK/K-3 grades by June 2022.</p>	<p>Goal 1: By August 2021, offer initial and ongoing training throughout the Benchmark Adelante and Advance curriculum implementation year.</p> <p>Goal 1: By August 2021, purchase the updated & supplemental components for Benchmark Adelante and Benchmark Advance, along with the training needed to implement the various components.</p> <p>Goal 2: By August 2021, the Early Literacy team will develop</p>	<ul style="list-style-type: none"> ● PD Plan & Collaboration schedule ● Coaching calendar (developed by Instructional Leader (principal) & coach) integrating coaching cycles ● Coaching Cycles Diagram ● Curriculum embedded Formative assessments. ● Running records based on timed oral fluency and phonics and word recognition assessments applied three times a year. ● High frequency word assessments. ● Placement 	<p>The implementation of the Benchmark Adelante and Advance curriculums will allow K-3 students to receive basic instruction in reading skills and to be placed in differentiated groups according to ongoing assessments. This additional professional development allows teachers and aids to gain a deeper understanding of how to utilize the phonics and fluency tools.</p> <p>To ensure consistent implementation of the curriculum Benchmark Adelante</p>

		<p>a plan to collect data and analyze the implementation of the Benchmark Adelante and Advance curriculum.</p>	<p>assessment data from Benchmark Adelante and Benchmark Advance.</p> <ul style="list-style-type: none">• <u>Early Literacy Improvement Strategy Development</u>	<p>and Benchmark Advance, the continuous purchase of the updated curriculum will be needed. This should include all the components, not just the basic teacher edition. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students.</p> <p>To ensure consistent implementation of the curriculum Benchmark Adelante and Benchmark Advance, initial training and ongoing professional development is necessary.</p>
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<p>3.2b Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments</p>	<p>Based on our needs assessment EP will need assessments to test the baseline and this will help in addition with the Benchmark Adelante Curriculum to better understand the needs of our students.</p> <p>As see in our Root Cause analysis too few of our students are able to read and comprehend complex grade-level texts by the end of third grade. This was found to be connected to teachers not using data to guide their instruction in a deliberate and meaningful way.</p>	<p>Goal 1: For the baseline assessments is the purchase of curriculum for DIBELS and IDEL including PDs.</p> <p>Goal 2: By the beginning of the second month of school, student first assessment data will be administered and groups will be formed based on the analysis of the data results.</p>	<ul style="list-style-type: none"> ● Curriculum embedded Formative assessments. ● Running records based on timed oral fluency and phonics and word recognition assessments applied three times a year. ● High frequency word assessments. ● Placement assessment data from Benchmark Adelante and Benchmark Advance. ● Early Literacy Improvement Strategy Development 	<p>EP needs additional support in collecting diagnostic assessments and these DIBELS and IDEL assessments will help identify student needs.</p> <p>EP needs to dedicate intentional time assessing, analyzing the assessment data and then using that to create their instructional groupings and differentiate instruction.</p>
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the

literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and

Metrics Review Section 3: Categories 1-4 of Literacy Action Plan, Category 3: Pupil Supports for Specific

Actions

2021–2022 Category 3: Pupil Supports	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
3.3a Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils'	No Action	No Action	This is provided through ASES Grant which allows EP to provide afterschool support. Additionally, EP has applied for Extended Learning Grant which will provide students with more foundational reading skills to keep practicing their reading fluency within a small support group during the summer and afterschool.	<i>EP does not need to create an action item around the provision of expanded learning resources because these supports are already provided through at school.</i>

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<p>access to literacy instruction</p>				
<p>3.3b Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction</p>	<p>Use of assessment data and Root Cause Analysis to work with a group of students from K-3 that need additional small group support.</p> <p>Based on our Root Cause Analysis a Tutoring Program will help to focus on additional reading skills for students from K-3.</p>	<p>Goal 1: By September 2021, students can be part of our before school Tutoring Program and have breakfast provided for them (provided from outside funding) in the classroom to work with our Bilingual Specialist aid from 8-8:30 am for K-3.</p> <p>Goal 1: By September 2021, students can be part of our after school Tutoring Program provided for them in the classroom for K-3.</p>	<p>No action because we did not hire any aids</p>	<p>Due to being short staffed literacy aids were hired until May and did not provide services.</p> <p>EP's K-3 students will be provided breakfast during the tutoring class in a segment of 10 minutes in order to help students maintain focus during our before school tutoring Program. By combining the school's breakfast time with tutoring, more students can participate. Food would be provided with outside funding not grant money.</p> <p>EP's K-3 students have a high need</p>

				for differentiated reading materials to help meet all student needs. Provide students with the opportunity to receive additional support in reading independently and in a small group setting.
3.3c Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school	No action.	No action.	No action.	<p><i>EP does not need to create an action item around the provision of culture & climate resources because these supports are already provided through at school. Additionally the Root Cause Analysis did not indicate this was an area of need.</i></p> <p>This is also being addressed in LCAP & LCP.</p>
3.3d Strategies to implement research based social emotional learning	No action	Based on the Root Cause Analysis this is not an area of need.	No action	<p><i>EP does not need to create an action item around the provision of SEL resources because these</i></p>

				<p><i>supports are already provided through at school. Additionally the Root Cause Analysis did not indicate this was an area of need.</i></p>
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<p>approaches, including restorative justice</p>				
<p>3.3e Expanded access to the school library</p>	<p>No action.</p>	<p>While this is a need because as suggested in our Root Cause Analysis students need to practice reading, and incorporate a daily reading routine that they can follow at home. The school already has a partnership.</p>	<p>No action.</p>	<p>EP does not need to create an action item around this provision because they already have a partnership with San Jose Libraries and will keep working with them to ensure students have library cards and access to check out books.</p>

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)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Literacy Specific Goal and Metrics

Review Section 3: Categories 1-4 of Literacy Action Plan, Category 4: Family Supports for Specific Actions

<p>2021–2022 Category 4: Family Supports</p>	<p>Specific Goal</p>	<p>Specific Action</p>	<p>Metrics for Assessment Towards Achievement of the Goal</p>	<p>Rationale for Positive/Negative Outcome</p>
<p>Development of trauma-informed practices and supports for pupils and families</p>	<p>No Action</p>	<p>Students in our community, sometimes, do not receive the emotional support they need at home due to the financial situation of parents. Root Cause Analysis demonstrated this is currently being addressed in our LCAP & LCP where it indicates allocated funds for mental health resources.</p>	<p>No Action.</p>	<p><i>We do not need to create an action item around the provision of trauma informed resources because these supports are already provided through our school and district.</i></p>
<p>Provision of mental health resources to support pupil learning</p>	<p>No Action</p>	<p>LCAP & LCP that indicates allocated funds for mental health resources.</p>	<p>No Action</p>	<p>EP does not need to create an action item around the provision of MTSS resources because these supports are already provided through EP.</p>

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<p>Strategies to implement multi-tiered systems of support and the response to intervention approach</p>	<p>No action.</p>	<p>Adelante Booster Curriculum used</p> <ul style="list-style-type: none"> ● Intervention Mini-Lessons/Print & E-Guides ● Print Concepts(flucyency,p honological awareness,phonics and word recognition) ● Social Emotional Benchmark ● Establishing a Positive Learning Environment <p>LCAP & LCP that indicates allocated funds for RTi</p>	<p>No action.</p>	<p>EP does not need to create an action item around the provision of MTSS/RTi resources because these supports are already provided through EP.</p>
<p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home</p>	<p>As seen in our root cause analysis, parents often lack the resources and knowledge to support increase their students' literacy levels Root Cause Analysis</p>	<p>Goal 1: By October 2021, the school will provide literacy workshops to parents to increase their knowledge and ability to support their students at home.</p>	<p>Family Night workshop calendars</p>	<p>Through literacy workshops, parents will be able to understand the literacy needs of their students to better support them at home. Having a better and greater knowledge of this concept could help increase the students' literacy</p>

				<p>levels.</p> <p>While important the focus went to other areas, this will need to be a priority for next year.</p>
<p>Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs</p>	<p>No action.</p>	<p>Current schoolwide tools are being used to be in constant communication with parents regarding students academic performance, more constant and concise communication is needed as to how parents can support students' literacy improvements. These tools include google classroom, Parentsquare, and Classdojo.</p>	<p>No action.</p>	<p>Through constant communications, parents and teachers will be able to share students' literacy needs and come up with ways to address them.</p>

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)]

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Note: Based on Year 1 implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 implementation

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Stand alone school.	Stand alone school.	Continue to be same as first assessment	Select to enter text.
Social-emotional learning	Stand alone school.	Stand alone school.	Continue to be same as first assessment	Select to enter text.
Experience of pupils below grade-level standard on the ELA content standards	Stand alone school.	Stand alone school.	<p>Continue to be same as first assessment.</p> <p>A majority of our TK-3 students continue to test below proficiency in reading fluency according to our continuous assessment data. We need to become more targeted in our instructional groupings so that students can be placed in differentiated groups based on ongoing formative assessment data.</p>	This continues to be a priority but due to being short staffed coach and instructional aids were not hired.

Families of pupils below grade-level standard on the ELA content standards	Stand alone school.	Stand alone school.	Continue to be same as first assessment .	Current data shows this continues to be need.

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)]

Note: Based on Year 1 implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 implementation

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2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Stand alone school.	Stand alone school.	During the 21-22 school year, the teachers created small groups based on students ELA proficiency driven by the Dibels, Benchmark Advance data results. In these groups, teachers delivered their	Even though these practices were put into place they could be considered ineffective because of the lack of continuity and fidelity when applying them. For example, there was not continuous monitoring of

			<p>instruction based on the students' assessment performance.</p>	<p>students' progress and weekly assessments for those at risk. Students at risk or with a low academic performance in ELA must be assessed constantly rather than 3 times a year. Moreover, small group lessons were not delivered daily and with fidelity. Students data results must be analyzed carefully and with purpose to better serve students ELA needs. These practices must be applied on a daily basis to fully see the impact and understand whether or not they are in fact effective or ineffective.</p>
<p>Data on effective practices <i>(reference previous chart)</i></p>	<p>Stand alone school..</p>	<p>Stand alone school.</p>	<p>The results from Dibels and Benchmark advanced assessments show that students benefited from small group instruction as</p>	<p>Please see information on ineffective practices and weaknesses below.</p>

			students showed growth. Early Lit Leveled Screener .	
Data on ineffective practices (<i>reference previous chart</i>)	Stand alone school.	Stand alone school.	Section for effective practices is found above.	Although there was growth in students' ELA performance since the beginning of the year, this was not substantial and did not reach the goal stated in the literacy plan. Teachers were not able to teach reading fluency and phonics systematically and consistently due to time constraints, lack of a literacy coach, lack of knowledge on data analysis, and issues with the classroom management due to its size. Students were not assessed as frequently as their needs required. Again, to fully understand if the practices were either effective or ineffective, these must be delivered with fidelity.

<p>Equity and performance gaps</p>	<p>Stand alone school.</p>	<p>Stand alone school.</p>	<p>The teachers were able to supplement the classroom curriculum with materials and activities that are interesting and at a level were the students who are struggling can understand the material and have an opportunity to participate in the classroom activities and lessons.</p>	<p>The students we serve are primarily from low income households. Many of the children we teach recently arrived in the U.S. and lack many of the skills needed to understand the academic vocabulary of the text. Moreover, even though teachers try to make the lessons interesting and related to students' cultural experiences, they have not been able to reach the entire classroom community. On the other hand, the time dedicated to small groups, especially for those students at risk, was not sufficient. In order for teachers to close the academic gap and create a more equitable classroom, more time needs to be dedicated to those students who</p>
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				<p>need it the most. Frontloading is also another practice that was done with fidelity, therefore, it could be considered ineffective; however, teacher must do this with fidelity in order to be able to fully analyze the benefits of this practice.</p>
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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)]

Notes: Based root cause and needs assessment results in #7 and #8, identify new action items/changes for Yr 2

All changes or action items should be reflected in the appropriate category in Section 3:1-4 Categories of Literacy Action Plan

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2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
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Access to high-quality instruction	By August 2021, hire a bilingual coach to work closely with teachers in grades TK-3 to model lessons, assessments, and modeling the curriculum in both English and Spanish.	Adjusting date to carry over into the next school year.	Due to staffing shortages this position hadn't been hired.	Coaching cycles and PD plan to work with teachers. Data from assessments: DIBLES, Benchmark, NWEA.
	By August 2021, purchase the updated & supplemental components for Benchmark Adelante and Benchmark Advance, along with the training needed to implement the various components.	Adjusting date to carry over into the next school year.	This is a recurring expense	Benchmark data
	By September 2021, students can be part of our after school Tutoring Program provided for them in the classroom for K-3.	Adjusting date to carry over into the next school year.	Due to staff shortages the literacy aids were not hired.	Benchmark and DIBLES data, tutoring logs
Support for literacy learning	By September 2021, students can be part of our before school Tutoring Program and have breakfast	Adjusting date to carry over into the next school year.	Due to staff shortages the literacy aids were not hired.	Benchmark and DIBLES data, tutoring logs

	provided for them (provided from outside funding) in the classroom to work with our Bilingual Specialist aid from 8-8:30 am for K-3.			
Pupil supports	NA	NA	NA	NA
Family supports	By October 2021, the school will provide literacy workshops to parents to increase their knowledge and ability to support their students at home.	Adjusting date to carry over into the next school year.	Due to COVID this was limited to online but would like to continue this in person next year.	Sign-in sheets to family nights

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