

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

Local Educational Agency Name: **Escuela Popular Accelerated Family Learning Center**

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Eligible Participating School(s):

1. Escuela Popular Accelerated Family Learning Center	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. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

**Background:** 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.

**Directions:** For Implementation Year 3 (2023-24), the LEA Program Lead shall complete the template below and submit this form to [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) by **July 31, 2024**.

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### Section I: Annual ELSB Report Requirements

**Requirement:** By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

- ✓ The school site council at each eligible school
  - Escuela Popular Accelerated Family Learning Center SCC Meeting: May 20, 2023
- ✓ The governing board or body of the LEA
  - June 25th, 2024.

Provide the date of the governing board meeting: Select to enter text.

- ✓ Publicly posted on the LEA's website, which may be found at the following URL:  
<https://www.escuelapopular.org/early-literacy-support-block-grant-program/>

### Section II: How ELSB Funds Were Spent in Year Three

**Directions:** Please use the check boxes to note which of the following categories the LEA expended ELSB grant funds on and list which school sites used funds for those purposes:

- ✓ **Category 1.** Access to high-quality literacy teaching, including which of the following:
  - ✓ Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

**Please enter relevant school sites:** Escuela Popular Accelerated Family Learning Center

Development of strategies to provide culturally responsive curriculum and instruction.

**Please enter relevant school sites:** Select to enter text.

- ✓ Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and

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the use of data to help identify and support struggling pupils.

**Please enter relevant school sites:** Escuela Popular Accelerated Family Learning Center

✓ Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education (SBE) pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

**Please enter relevant school sites:** Escuela Popular Accelerated Family Learning Center

Comments (optional): Select to enter text.

✓ **Category 2:** Support for literacy learning, including which of the following:

✓ Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

**Please enter relevant school sites:** Escuela Popular Accelerated Family Learning Center

✓ Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.

**Please enter relevant school sites:** Escuela Popular Accelerated Family Learning Center

Comments (optional): Select to enter text.

✓ **Category 3.** Pupil supports, including which of the following:

✓ Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.

**Please enter relevant school sites:** Escuela Popular Accelerated Family Learning Center

Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

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**Please enter relevant school sites:** Select to enter text.

Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school.

**Please enter relevant school sites:** Select to enter text.

Strategies to implement research-based social-emotional learning approaches, including restorative justice.

**Please enter relevant school sites:** Select to enter text.

Expanded access to the school library.

**Please enter relevant school sites:** Select to enter text.

Comments (optional): Select to enter text.

✓ **Category 4.** Family and community supports, including which of the following:

Development of trauma-informed practices and supports for pupils and families.

**Please enter relevant school sites:** Select to enter text.

Provision of mental health resources to support pupil learning.

**Please enter relevant school sites:** Select to enter text.

Strategies to implement multi tiered systems of support and the response to intervention approach.

**Please enter relevant school sites:** Select to enter text.

✓ Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

**Please enter relevant school sites:** Escuela Popular Accelerated Family Learning Center

Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

**Please enter relevant school sites:** Select to enter text.

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Comments (optional): Select to enter text.

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### Section III: LEA Support for Eligible Participating School Sites

**Directions:** LEAs that are not eligible participating school sites should complete this section. **This section does not apply as Escuela Popular is a stand alone school.**

1. What supports did the LEA provide to eligible participating school sites in Year 3 of implementation?

Select to enter text.

2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan(s)?

Select to enter text.

3. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program?

Select to enter text.

4. What has the LEA learned as a result of the ELSB grant work that can be applied to current and future support of all school sites?

Select to enter text.

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### Section IV: Statement of Goals, Implementation Year Three Progress, and Course Corrections

**Directions:** For each eligible participating school, please respond to the six questions. Please copy and paste the questions for LEAs with more than three school sites.

#### Eligible Participating School #1: Escuela Popular

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

**Goal 1: Provide explicit and phonics instruction to improve students fluency levels.** EP will improve students’ reading fluency and phonics by 75% in our TK/K-3 grades by June 2022.

This was a goal that we continued to work on through the 2023-2024 school year.

**Goal 2: Improve data collection and analysis to inform teachers’ instruction related to literacy.** EP will improve 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.

This is another goal the school continued to work on through the 2023-2024 school year.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

**3.1a: Hiring of coaches and instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learners programs.**

**Action 1 from goal 1:** In August 2023, the school continued to maintain a bilingual literacy coach to continue to work closely with teachers in grades TK-3rd to model lessons, coordinate the implementation and training of Amplify’s assessment tool and Benchmark assessments, and modeling the newly obtained phonics curriculum in both Spanish and English.

**Action 2 from goal 1 & 2:** In August 2023, The school renewed the contract of an instructional bilingual aide and hired another one to work directly with students in grades TK-3 in small groups created by the teachers based on students’ literacy needs, to implement reading instruction, and help support during class instruction in a small group in both English and Spanish.

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**Action from goal 2:** The school hired two instructional aides to support students and teachers during small group instruction on reading and receive professional development regarding data analysis.

**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.**

**Action from goal 1:** In September 2023, Professional Development in the recently acquired Benchmark Phonics and Benchmark Taller de Fonetica in order to explore foundational skills for primary grades K-3 was offered to instructional staff.

**Action from goal 1:** In April 2024, Professional Development was offered to K-3rd on how to implement a phonics lesson in both Spanish and English through a demo lesson presented by a Benchmark Curriculum Specialist.

**Action from goal 2:** By September 2023, the teachers began the collection of BOY Benchmark Data using both the Benchmark Adelante curriculum assessment and Mclass (Dibels 8) reading assessments. Prior to the collection of this data, teachers received a follow up training on the use of Mclass (Dibels 8) and Mclass Lectura (Spanish reading assessments) to properly collect and analyze the information obtained from these assessments.

**Action from goal 1:** By September 2023, the school had already provided EP teachers and instructional staff with a professional development on the various components of the Benchmark phonics and Taller de Fonetica curriculums. The stakeholders involved in the professional development were teachers and instructional staff.

**Action from goal 2:** Based on the Oral Reading Fluency data EP teachers, literacy aides, and literacy coach continued to support instruction based on student needs and break down data to determine if students need phonemic awareness, phonics, vocabulary, comprehension, or fluency support at their reading level.

**Action from goal 1 & 2:** All instructional team members received a follow up training by the literacy coach on how to properly administer and use the data results from Mclass and Mclass Lectura (Spanish) to support the fluency and early literacy skills lessons for students in small groups.

### Category 2: Support for Literacy Learning Action Items

**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.**

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**Action from goal 1:** In September 2023, the school offered an initial training on the Benchmark Phonics and Taller de Fonetica curricula for the 2023-2024 implementation year.

**Action from goal 1:** In August 2023, the school purchased the updated version & supplemental components for Benchmark Phonics and Taller de Fonetica, along with the training needed to implement the various digital and physical components of this early literacy skills supplemental curriculum.

**Action from goal 1:** In April 2024, the school purchased the Mclass intervention curriculum along with the training needed to properly implement and support students' literacy needs. This supplemental curriculum was used in May and will be fully implemented in the 2024-2025 school year.

**Action for goal 2:** In August 2023, the Early Literacy team developed a plan to collect data and analyze the implementation of the Benchmark Adelante and Advance curriculum and also the supplemental Phonics and Taller de Fonetica supplemental curricula.

#### **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.**

**Action from goal 1:** In August 2023, the school continued to acquire the Mclass (Dibels 8) and Mclass Lectura assessment tools to be used for the baseline assessments.

**Action from goal 1:** In April 2024, the school obtained a new intervention program from Amplify and the training needed to properly implement this supplemental curriculum in small groups and based on students' literacy needs from K-3rd grade.

**Action from goal 2:** By the beginning of the second month of school as stated on the assessment calendar, student first assessment data was administered and differentiated groups were formed based on the analysis of the data results.

### **Category 3: Pupil Supports**

#### **3.3b: Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.**

**Action from goal 1:** In September 2023, students were part of our after school Tutoring Program provided for them in the classroom for K-3 (provided from outside

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funding). Both teachers and literacy aides worked with these groups to target the literacy skills they needed to improve based on their assessments and classroom performance.

### Category 4: Family Supports

#### 3.4d: Development of literacy training and education for parents to help develop a supportive literacy environment in the home

**Action from goal 1:** By October 2023, the school provided literacy workshops in both Spanish and English to parents to increase their knowledge and ability to support their students at home.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

### Category 1: High quality Instruction Action Items

#### 3.1a: Hiring of coaches and instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learners programs.

**Action from goal 1 metrics:** Throughout the calendar year, 2023-2024 the literacy coach, with the support of the instructional leader, provided teachers with teaching strategies on how to improve phonics and fluency. Although fluency strategies and language comprehension strategies were reviewed by the coach, due to the fact that the school purchased a new phonics curriculum in both Spanish and English, the main focus of the 2023-2024 year continued to be improving the phonics instruction by continuing to implement and improve explicit and systematic instruction in this area in both English and Spanish language using the new supplemental curricula. The coach observed and gave feedback to teachers and modeled phonics and fluency strategies along with how to utilize the adopted phonics curriculum. The coach also provided teachers with high quality resources and sample lessons they could access when needed.

- [Literacy Coaching Observation Sample](#)
- [Teacher Quality Resources](#) including explicit phonics sample lessons.
- [Observation and debriefing coach schedule](#) as developed by the instructional leader and the literacy coach.
- [Coach Job Description](#)

**Action from goal 1 & 2 metrics:** The majority of our TK-3rd grade students continued to test below proficiency in fluency in both English and Spanish according to our current assessment data. Both bilingual literacy aides worked with students with low fluency levels during small groups and focused on the students' areas of

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need to improve their reading levels. These differentiated groups were created and assigned by the teachers based on our Mclass (Dibels) and Mclass Lectura data results and the specific needs and skills students needed to improve to become fluent readers. The literacy aides were utilized to help students practice phonics skills in small reading groups in both Spanish and English. Literacy aides used phonics assessment resources from Mclass and Mclass Lectura assessments and the suggested lessons given by this assessment tool.

- [Mclass \(Dibels 8\)](#) from the beginning of year to the end.
- [Mclass English Oral Language](#) from the beginning to the end of the year.
- [Mclass Lectura](#) from the beginning to the end of the year.
- [Literacy Aide Routine Schedule](#) & [Literacy Aide 2 Routine Schedule](#)

**Action from goal 2 metric:** Literacy aides received a follow up training on data analysis, specifically Amplify's Mclass and Mclass Lectura. Literacy aides continued to support teachers with the administration and analysis of the Mclass assessments. Both literacy aides and teachers continued to analyze the data results and planned for instruction during the collaboration meetings. Due to the familiarity with this assessment tool, both teachers and literacy aides were able to better understand the results and the literacy needs of students.

- [Mclass \(Dibels 8\)](#) from the beginning of year to the end.
- [Mclass English Oral Language](#) from the beginning to the end of the year.
- [Mclass Lectura](#) from the beginning to the end of the year.

### **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.**

**Action from goal 1 metric:** Teachers were presented with professional development information on how to navigate both the online and physical resources from Benchmark Phonics and Taller de Lectura from. Teachers also received professional development regarding the use of the recently acquired intervention program from Amplify which focuses on supporting Tier 2 students to improve their literacy skills. The Literacy Coach presented teachers from TK-3rd how to continue to explore Mclass and Mclass Lectura supplemental assessment tool, how to understand the data results from these assessments, and how to implement the literacy lessons suggested by Mclass and Mclass Lectura which were based on students' literacy needs.

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- Curriculum Embedded Formative Assessments
- Phonics, fluency, and comprehension assessments to monitor students' progress using Mclass and Mclass Lectura from Amplify.
- Amplify English intervention program.
- Placement data from Mclass and Mclass Lectura.

Coaching and professional development included strategies/modeling on how to use the Benchmark Phonics and Taller de Fonetica and Amplify Mclass and Mclass Lectura assessments to determine students' current literacy level. At the beginning of the 2023-2024 teachers received a professional development from Benchmark on how to explore and become comfortable with the digital resources offered by the supplemental phonics curriculum. Teachers also received a follow up training provided by the literacy coach on how to implement and analyze Mclass and Mclass Lectura assessments.

**Action from goal 2 metrics:** The early literacy team continued to meet once a month for 1-2 hrs to plan lessons, model instruction, discuss and analyze data, learn new instructional strategies, and develop steps and ideas to implement in the classroom. Teachers had additional PD's throughout the year in which they received training regarding data collection and analysis, formative assessment implementation (TLC), etc.

- [PD collaboration schedule and plan](#)
- [Assessment Plan](#)

**Action from goal 1 metrics:** In August 2023, teachers received professional development on how to utilize the digital and physical components of Benchmark Phonics and Taller de Fonetica which allowed teachers to have a better understanding on how to use the tool provided and deliver explicit and systematic phonics instruction to better support students' reading journey. Moreover, teachers continue to receive training from the literacy coach on how to continuously utilize these specific tools.

- [Literacy Coaching Observation Sample](#)
- [Observation and debriefing coach schedule](#)
- [Benchmark Phonics Demo Lessons PD](#)
- [Benchmark Phonics Initial PD](#)
- Curriculum embedded formative assessments.
- Oral fluency and phonics using Mclass and Mclass Lectura.

**Action from goal 2 metrics:** Based on the data results from Amplify's Mclass and Mclass Lectura, teachers planned instruction to target students' needs during small groups. Using the research based lessons suggested by Amplify's program in small groups and with the help of the literacy aides, the literacy needs of students' were targeted.

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- Small groups based on students' literacy needs: Phonemic Awareness, Phonics, or fluency.
- Benchmark Phonics and fluency assessments using Amplify's Mclass and Mclass Lectura.
- Progress Monitoring using Mclass and Mclass Lectura.
- [Mclass \(Dibels 8\)](#) from the beginning of year to the end.
- [Mclass English Oral Language](#) from the beginning to the end of the year.
- [Mclass Lectura](#) from the beginning to the end of the year.

**Goal 1 & 2:** The proper administration of early literacy skills assessments continued to be analyzed by the coach to ensure the proper implementation of such assessments. Valid results from K-3rd grade students were collected and analyzed.

- [Mclass \(Dibels 8\)](#) from the beginning of year to the end.
- [Mclass English Oral Language](#) from the beginning to the end of the year.
- [Mclass Lectura](#) from the beginning to the end of the year.

### Category 2: Support for Literacy Learning

**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.**

**Action from goal 1 metrics:** Teachers received professional development on the use of the different Benchmark Phonics and Taller de Lectura components in August, 2023. Teachers also received a demonstration lesson on how to implement research based phonics instruction in both English and Spanish.

- [Benchmark Phonics Initial PD](#)
- [Benchmark Phonics Demo Lessons PD](#)

**Action from goal 1 metrics:** By August of 2023, the supplemental phonics curriculum in both Spanish and English was purchased. The training for the use of these materials was done during the same month to better prepare teachers on how to implement their daily phonics instruction for the 2023-2024 school year.

**Action from goal 2 metrics:** The early literacy team, with the help of the literacy coach continue to collect and analyze the implementation of the Benchmark Adelante and Advance and the Benchmark Phonics and Taller de Fonetica curricula as well as the data results from Amplify's Mclass and Mclass Lectura. Discussions and analysis of this data being collected were scheduled during PD calendar days or early literacy meetings. These meetings informed teachers the proper and consistent implementation of the literacy curriculum.

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- Mclass and Mclass Lectura Assessments which included early literacy skills and ORF. .
- Curriculum embedded formative assessments.

### **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.**

**Action from goal 1 metrics:** The school purchased and continued to implement the use Mclass and Mclass Lectura (Dibels 8 & IDEL) to assess students literacy skills in the English and Spanish language. The Mclass and Mclass Lectura results at BOY were used as the baseline to plan for instruction.

- [Mclass \(Dibels 8\)](#) from the beginning of year to the end.
- [Mclass English Oral Language](#) from the beginning to the end of the year.
- [Mclass Lectura](#) from the beginning to the end of the year.

**Action from goal 2 metrics:** After administering the Mclass and Mclass Lectura, small groups were created based on the data collected. Based on the PD calendar, time was allocated for analyzing the data results and creating small instructional groups and differentiated instruction using the ASW form.

- [Mclass \(Dibels 8\)](#) from the beginning of year to the end.
- [Mclass English Oral Language](#) from the beginning to the end of the year.
- [Mclass Lectura](#) from the beginning to the end of the year.
- [ASW form](#)
- [PD collaboration schedule and plan](#)
- Curriculum Embedded Formative Assessments
- [NWEA scores](#)

### **Category 3: Pupil Supports**

#### **3.3b: Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.**

**Action from goal 1 metrics:** Students were provided breakfast from an outside funding source from 8-8:30 am. Students did not receive morning tutoring. The school will continue to plan on providing morning tutoring for those students with greater literacy needs.

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**Action from goal 1 metrics:** Students with instructional needs as identified by the Mclass and Mclass Lectura data results as well as classroom performance were part of the after school tutoring program provided in the classroom by K-3rd grade teachers and the literacy aides.

### Category 4: Family Supports

#### 3.4d: Development of literacy training and education for parents to help develop a supportive literacy environment in the home

**Action from goal 1 metrics:** Parents were offered literacy workshops, specifically in phonemic awareness and phonics in both English and Spanish. The success of the program was measured by the amount of parents attending the workshops.

- Family workshop calendars
- Parent Square to announce the workshops.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	Mclass Lectura (Amplify)	77%
First Grade	Mclass Lectura (Amplify)	35%
Second Grade	Mclass Lectura (Amplify)	61%
Third Grade	Mclass Lectura (Amplify)	32%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

In the first year of implementation, the data we used for Spanish was still the level screener which did not give enough information regarding student progress. Based on this year's EOY assessment, we did not reach our goal of having 75% students at or above grade level with the exception of kindergarten. Since we are an 80/20 dual immersion program, our main focus during the early grades is helping students become proficient readers in Spanish. Below are the metrics in the different areas.

### Category 1: High quality Instruction Action Items

**3.1 a: Hiring of coaches and instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learners programs.**

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**Goal 1:** Through continuous coaching cycles which included teaching strategies, constant feedback, modeling, and instructional ideas on phonics and fluency, teachers from K-3rd continued to improve their knowledge regarding delivery of lessons through systematic and explicit instruction. Teachers continued to put this type of instruction into practice as suggested by their early literacy coach. Teachers also became more familiar with the use of the adopted curriculum Benchmark Adelante and Advance, the supplemental Benchmark Phonics and Taller de Fonetica, and the use of Amplify's Mclass and Mclass Lectura assessment tool to better identify students' needs.

**Goal 1 & 2:** Along with the coach, the literacy aides planned explicit and systematic lessons to better support students with greater academic needs whose results were based on data analysis. Through small group instruction, the literacy Aides focused on improving students' literacy skills to become better readers. One of the literacy aides focused specifically on oral language development in English in grades K-1st. Unfortunately, due to staff shortages, the literacy aides were used to cover classrooms during teacher absences which affected their routine. Even though there was an improvement in our literacy levels, according to Mclass and Mclass Lectura, the majority of our students continue to test below proficiency.

**Goal 1:** Literacy aides received training on how to administer and analyze Mclass and Mclass Lectura data. Because of this, one of the literacy aides was constantly able to support teachers with the correct and quicker administration and evaluation of the Mclass assessments.

#### **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.**

**Goal 1:** Teachers received an evidence-based professional development on the use of Mclass and Mclass Lectura to determine students' literacy skills needs. During the 2023-2024, teachers became better informed regarding literacy instruction through strategies/modeling shared by the instructional leader and literacy coach. Teacher also received professional development on the components of the newly acquired Benchmark Phonics and Taller de Lectura and a demonstration PD on the use of these components with actual K-3rd grade students.

**Goal 2:** By September 2023, the teachers were able to begin data collection by administering the BOY assessment using Mclass and Mclass Lectura. The teachers received a follow up training on how to collect and analyze data prior to the data collection date. Teachers also had the opportunity to meet regularly during professional development days or during the early literacy meetings. The literacy coach supported the early literacy team with the analysis and understanding of the data results and cut points from Mclass and Mclass Lectura.

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**Goal 1:** In September 2023, the school provided professional development on how to use the newly acquired Benchmark Phonics and Taller de Fonetica supplemental curriculum and its digital components. EP purchased a professional development from Benchmark to present the Phonics components and offer implementation ideas. Stakeholders from different positions were involved in the training.

**Goal 2:** Through the time and support given in analyzing data obtained by implementing Mclass and Mclass Lectura assessments, teachers were able to determine students' literacy needs and create small groups based on the skills students needed to improve in both English and Spanish. These groups received support and instruction from the classroom teachers and the literacy aides.

**Goal 1 & 2:** The instructional teams from K-3rd received a follow up training on how to properly administer the Mclass and Mclass Lectura assessments. Teachers also received constant support from the coach to avoid or reduce assessment mistakes when administering these tests. Teachers were able to administer the assessments with much ease and on time. They were also able to better understand the data results from Mclass and Mclass Lectura and how to support their students based on the results.

**Goal 1:** In April 2024, Teachers received professional development on the use of the newly acquired intervention program from Amplify. Teachers will fully implement this program with tier 2 students the 2024-2025 school year.

### **Category 2: Support for Literacy Learning**

**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.**

**Goal 1:** In September 2023, several stakeholders received an initial training on how to properly use and implement the newly acquired Benchmark Phonics and Taller de Fonetica, which were both curricula created to replace the previous phonics lesson in both Benchmark Adelante and Benchmark Advance. Teachers were excited and felt each phonics lesson in both these curricula were more explicit and had more opportunities throughout the lesson for students to practice the skills being taught.

**Goal 1:** In April 2024, several stakeholders received a follow up training on the implementation of both Benchmark Phonics and Taller de Fonetica. Stakeholders were able to attend a live demonstration lesson with real students and note the proper use of all the phonics components in a lesson. Stakeholders felt more comfortable and more willing to implement this curriculum after this training.

**Goal 2:** EP purchased the updated Phonic and Taller de Fonetica curriculum in both English and Spanish. Two sets of these curricula were purchased for each grade

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K-3rd. EP also offered the training so teachers could become familiar with the use of these resources through Benchmark online portal and the physical version. Teachers also received ongoing professional learning in April 2023 to continue to develop their skills using the assigned curriculum.

**Goal 2:** Through initial and ongoing training on the newly acquired assessment tool from Amplify, the early literacy team was able to meet and analyze the data being collected from Mclass and Mclass Lectura. Ongoing training on the data analysis from this assessment tool needs to be reviewed annually.

**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.**

**Goal 1:** By August 2023, the school purchased Mclass and Mclass Lectura assessment tools to collect Benchmark reading data to help identify students' needs. The school also bought the training necessary for teachers to feel comfortable using this tool and understand the data results.

**Goal 2:** EP continued to offer dedicated time for teachers to assess and analyze assessment data. Using the ASW form, teachers created their instructional small groups for differentiated instruction. The data being analyzed was from Mclass and Mclass Lectura at the beginning of the year.

### Category 3: Pupil Supports

**3.3b: Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.**

**Goal 1:** As stated in the plan, EP students received free breakfast from 8-8:30, which is funded from outside resources not grant money. The tutoring class in segments of 10 minutes did not take place this academic year due to lack of personnel. **This goal will continue to be an important goal to fulfill even after the end of the grant.**

**Goal 2:** Students from K-3rd who needed additional instructional support on literacy were offered after school tutoring in a small group setting. The teachers and literacy aides worked with students for 30 to 40 minutes after the regular school ended.

### Category 4: Family Supports

**3.4d: Development of literacy training and education for parents to help develop a supportive literacy environment in the home**

**Goal 1:** Parents were invited to attend literacy workshops provided by EP and the literacy coach. Unfortunately, parent attendance to these workshops was limited.

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Through these workshops parents were able to obtain information and ideas on how to better support and improve students' literacy skills when practicing at home. Having a greater knowledge and understanding skills their students need support with could help increase the students' literacy levels.

5. What has been the most notable change as a result of the site's ELSB grant work?

Several changes have been made as a result of the ELSB grant work. First of all, the school no longer uses assessments that place students in a reading level. The school is now using a research based assessment tool that gives teachers more thorough information regarding students' needs. The school and teachers now understand that assessing and grouping students based on their reading needs has a higher impact on students' reading achievement.

Another notable change made by the ELSB grant work is the way early literacy instruction is delivered. Even though the school still uses Benchmark Adelante and Advance, we have obtained a supplemental phonics curriculum that is explicit and systematic. When delivering these lessons, students seem to understand the concept being presented with much ease.

Finally, another change made by the ELSB grant work is teacher training. Teachers are now receiving initial PD's and follow up trainings regarding specific concepts.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Even though the school did not renew the literacy coach and the literacy aides contracts, the literacy aides will become teacher assistants and/or paraprofessionals working with the lower grades where they will continue supporting students based on their reading needs. The site will also continue providing PD's for all stakeholders regarding the curriculum and the implementation of research based instruction as well as use of the research based assessment tool.

Finally, the school will continue to focus on building capacity among all the stakeholders to continue to implement the ideas brought in by the ELSB grant.