

# Early Literacy Support Block Grant Annual Report

## Implementation Year 2: 2022–23

**Local Educational Agency Name:** Mountain Empire Unified School District

Program Lead: Sheri Miller

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Eligible Participating School(s):

1. Potrero Elementary	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 2 (2022–23), 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, 2023**.

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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

(List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: Select to enter text.)

- The governing board or body of the LEA

(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.meusd.org/Departments/Educational-Services/Assessment--Accountability/Early-Literacy-Support-Block-Grant/index.html>

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

**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:** Potrero Elementary

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

**Please enter relevant school sites:** Potrero Elementary

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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:** Potrero Elementary

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:** Potrero Elementary

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:** Potrero Elementary

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:** Select to enter text.

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

**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:** Potrero Elementary

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.

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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 multitiered 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:** Select to enter text.

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:** Potrero Elementary

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.

1. What supports have the LEA provided to eligible participating school sites?  
We are the only school in our LEA to receive grant funding. The Assistant Superintendent of Business provides financial guidance with the overall budget and quarterly reports. The district has adopted a program for Social Emotional well-being called Sown to Grow.
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?  
N/A
3. What changes in support are needed as the school sites enter into year three of the grant, if any?  
N/A

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

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

#### Eligible Participating School #1: Potrero Elementary

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Based on the results of our root cause and needs analysis, our big picture goals are: Goal 1: Provide an explicit, systematic foundational reading skills program with fidelity across classrooms in grades K-3; Goal 2: Collect and analyze valid, predictable data; Goal 3: Hire a literacy coach and a bilingual literacy para educator; Goal 4: Provide evidence based professional development in literacy instruction and the use of data to identify and support struggling students.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Goal 1: We are in year 2 of implementing Heggerty for Phonemic Awareness, Foundations for Phonics and Step up to Writing for Writing. Our instructional Coach conducts regular classroom observations to ensure we are using these programs with fidelity. Our coach provides training and arranges PD for teachers as needed. Goal 2: We have implemented mClass DIBELS to collect and analyze predictable data. Our teachers have been trained to administer the Benchmark tests 3X per year. Our intervention teacher progress monitors with DIBELS every 6 weeks. Goal 3: We have hired an Early Literacy TOSA who spends 70% of the time in intervention groups and 30% of the time as an instructional coach. We have hired a bilingual para educator to instruct intervention groups 6 hours per day. Goal 4: Most of our teachers have completed Vol. 1 of LETRS. They will progress to Vol. 2 in the 2023-24 school year. Three of our new teachers completed OERA PIVOT/CORE online reading academy this year. The teachers met monthly with the instructional coach to review and analyze data to ensure we are meeting the needs of all of our students in a Plan Do Study Act format

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

We are using mClass DIBELS as a Universal Screener and to measure progress. I have attached K-3 results for BOY, MOY, EOY.

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

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All grade levels K-3 have improved in their Foundational Reading Skills. The following percentages are based on the DIBELS Composite scores in comparing Beginning of Year (BOY) to End of Year (EOY). K- BOY 3% proficient EOY 43% proficient or above First- BOY 38% proficient EOY 60% proficient or above Second- BOY 30% proficient EOY 40% proficient or above Third- 53% proficient EOY 56% proficient or above. Our main focus during the last two years has been to improve students' decoding skills. Here are the scores for Decoding K- BOY 7% Pro EOY 57% First- BOY 43% Pro EOY 63% Second- 34% Pro EOY 39% Third- BOY 50% Pro EOY 75%.

5. What changes are needed, if any, as the school site enters into year three?

We have successfully implemented a foundational skills program to supplement our adopted ELA curriculum (Wonders). Our current first grade class will be the one to track as they experienced our literacy plan in kindergarten and first grade. We will now focus on the language components of Scarborough's Rope as we move towards a Structured Literacy framework. We will adopt Thinking Maps, a cognitive framework to build vocabulary and comprehension within all subject areas. We have already scheduled Professional Development for August of 2023 with Thinking Maps. We have also chosen two teachers to take part in the Training of Trainers model for the program to provide ongoing support. We expect our Reading Comprehension scores to improve as evidenced by the MAZE test in DIBELS. This will improve our overall Composite scores. As a school site, not specific to ELSB, we plan to improve our ELD instruction. We have many Newcomers each year. This year third grade had an influx of Newcomers around January which is evidenced by the decline in the MOY scores. As a school site we need to strengthen our supports for Newcomers. We also plan to implement an expanded learning program to target struggling readers with ELOP funds. Our district hired a District Literacy Specialist who will work with the site Early Literacy TOSA and the ASES after school program to create a before and after school tutoring program as well as a summer intersession program.