

California Department of Education

**Early Literacy Support Block Grant Program
Annual Progress Report Template**

The Early Literacy Support Block (ELSB) Grant program Annual Progress Report allows for participating districts and eligible schools to determine and describe the effectiveness in addressing the required components of the ELSB Grant planning process. **The Annual Report for Year 1 (Planning Year) is due to the California Department of Education on July 30, 2021.** Please complete the following information and email the completed report to ELSBGrant@cde.ca.gov.

Name of District and Eligible Participating School(s):

Mountain Empire Unified School District: Potrero Elementary School

Report Submitted By (Name/Title): Christi Martelli

Phone/Email: 619-478-5930 / christi.martelli@meusd.k12.ca.us

Period Covered: Year 1 -12/01/2020 – 06/30/2021

Date Submitted: July 14, 2021

1. Account for the ELSB grant program planning activities that identify both individual and collective contributions in the conducting of a Root Cause Analysis and Needs Assessment.
 - a. Describe the process and timeline of activities conducted in the development of the Root Cause Analysis and Needs Assessment
 - b. Specify the local educational agency (LEA) ELSB lead and primary fiscal contact staff.
 - c. Include the names of participants for each participating school and participant roles (e.g., J Brahms – 1st grade teacher at Mozart Elementary; A. Vivaldi – Principal, Bach Elementary, R. Wagner – Bach Site Literacy Coach, G. Verdi – District Curriculum Coordinator etc.).

1a. After reviewing best practices for teaching foundational reading skills and looking at our reading data, our Early Literacy Team analyzed our current core ELA program. We noted areas where the core program was deficient in foundational reading skills practice. We created a problem statement and used Jam board to identify possible root causes as to why our students were not able to read and comprehend grade level complex texts by 3rd grade. We then created a fishbone diagram. Four main possible root causes were revealed. The root causes were needs in our current curriculum and instruction, inconsistent assessments or lack of assessments, dual language program concerns, and professional development needs.

Based on the discovery of our 4 possible root causes, we drafted three SMARTe goals focusing on the most high leverage causes. Our first goal is focused on providing an improved curriculum plan including high-quality K-3 literacy teaching and support for literacy learning. Our second goal is focused on creating an effective assessment plan including screening, progress monitoring, data collection system, assessment calendar, and data analysis protocols. Our third goal is focused on our K-3 program implementation and sustainability moving past the three year grant. Based on our needs assessment we researched evidenced based supplemental programs that would support our core ELA program in the area of foundational reading skills. We also agreed we needed a reading specialist/coach to help achieve these goals.

Our Early Literacy Action Plan planning documents (root cause analysis/needs assessment) and goals were shared with our K-3 teacher team, our School Site Council, and our Elementary Leadership team in order to obtain input for drafting our Action Plan.

1b. LEA ELSB Lead: Christi Martelli
Primary Fiscal Contact: Gary Hobelman

1c. Christi Martelli – Principal
Cassy Paguyo – Kinder grade teacher
April Abacherli – 1st grade teacher
Hannah Sprague – 2nd grade teacher
Nikki Tucker – 3rd grade teacher
Kristen Heinemann – RSP teacher

2. Validate the results of the Root Cause Analysis and Needs Assessment.
 - a. Specify the findings from the examination of both school-level and LEA-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of under-performing pupils and their families, that have contributed to low pupil outcomes for pupils in grade three on the consortium summative assessment in English Language Arts.

2a. The root causes were needs in our current curriculum and instruction, inconsistent assessments or lack of assessments, dual language program concerns, and professional development needs.

Based on the discovery of our 4 possible root causes, we drafted three SMARTe goals focusing on the most high leverage causes. Our first goal is focused on providing an improved curriculum plan including high-quality K-3 literacy teaching and support for literacy learning. Our second goal is focused on creating an effective assessment plan including screening, progress monitoring, data collection system, assessment calendar, and data analysis protocols. Our third goal is focused on our K-3 program implementation and sustainability moving past the three year grant. Based on our needs assessment we researched evidenced based supplemental programs that would support our core ELA program in the area of foundational reading skills. We also agreed we needed a reading specialist/coach to help achieve these goals.

3. Describe the identified strengths and weaknesses of both the eligible school(s) and the LEA regarding literacy instruction in transitional kindergarten through grade 3 (TK –3), inclusive. Identify all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps reviewed during the Root Cause Analysis and Needs Assessment.

Strengths included:

- Our school is currently implementing a state-approved core curriculum that includes **culturally responsive curriculum and instruction**. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work this appeared as an area of strength.

- Our school is currently implementing a state-approved core curriculum that includes **ELD instruction**. We have been focused on improving and deepening our implementation of curriculum. All teachers and school leaders have attended the EL Rise trainings on the English Learner Roadmap, CABE trainings on integrated and designated ELD instruction in the classroom, and have been GLAD trained. During the needs assessment work, this appeared as an area of strength.
- We already have a **before and after-school program** at our school site funded by ASES. We are working with them to collaborate on ways they can help support our Early Literacy program in the before and after-school programs. During the needs assessment work, this appeared as an area of strength.
- Because we are a school-wide Title 1 school, all students receive **free breakfast and lunch**. We are also located right next to **Potrero Library**. All our teachers have access to the library. In addition, in the 2019-20 school year we created a **leveled reader resource center** on campus filled with multiple copies of leveled reading books at all levels aligned to Accelerated Reader. During the needs assessment work, this appeared as an area of strength.
- We are a **PBIS school**. All our students fall within Tier 1 of our PBIS program. Student behavior is not a barrier to learning and is not a concern.
- Our school uses **Second Step social-emotional curriculum**. We have had great success with this program. During the needs assessment work, this appeared as an area of strength.
- Our school does not have a school library. We utilize the **public library next store** and have a leveled reader resource center. During the needs assessment work, this appeared as an area of strength.
- Through our **Project Cal-Well Grant**, our district has provided training on **Compassionate Trauma Responsive Schools**. During the needs assessment work, this appeared as an area of strength.
- Through our **Project Cal-Well Grant**, our district has provided training on **Youth Mental Health First Aid USA**. During the needs assessment work, this appeared as an area of strength.
- Our district is currently working with the San Diego Office of Education (SDCOE) on **MTSS training**. We have a district MTSS team and are creating an action plan to roll out this process to each of our school sites. During the needs assessment work, this appeared as an area of strength.

Weaknesses included:

- **Literacy Coach:** A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.
- **Teacher Training:** A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more knowledgeable in understanding how students learn how to read. The LETRS training can help us accomplish this. Our teachers will need training in the new supplemental program and data systems programs we are purchasing as well.

- **Supplemental Foundational Reading Materials:** Through purchasing Heggerty Phonics Awareness and Foundations to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing this curriculum will allow students to be placed in differentiated groups based on the DIBELS 8 screening assessments.

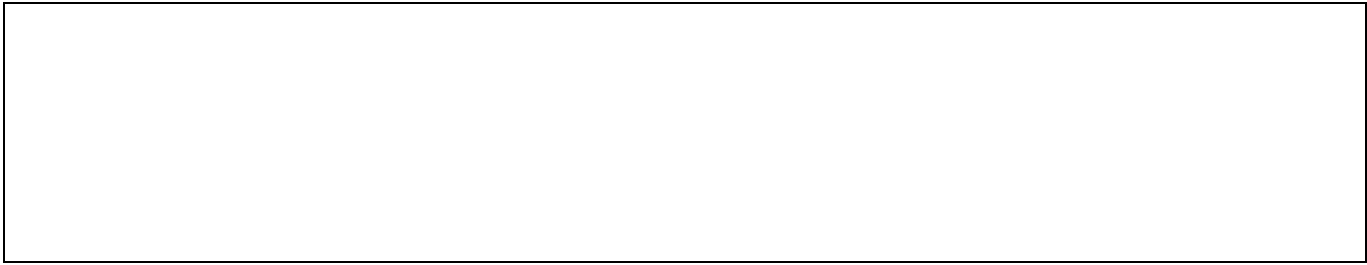
Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial supplemental curriculum training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.

- **Assessment System:** Through purchasing mCLASS DIBELS 8 and IDEL online assessment system, we will provide an aligned assessment and monitoring system that will provide targeted reports which will help track and monitor student progress and allow students to be placed in differentiated groups based on the assessment results.
- **Parent Literacy Trainings:** By hiring PIQE, they will provide the following parent training on literacy:
 - *Strengthening your child’s literacy skills
 - *Reading stages and skills
 - *Purposeful reading strategies 1: Word Recognition strategies
 - *Purposeful reading strategies 2: Fluency and comprehension
 - *Purposeful reading strategies 3: Fluency, comprehension, and writing
 - *Supporting your child’s reading program at home
- **Parent Engagement:** By hiring PIQE, they will provide the following parent trainings regarding how to address their student’s literacy needs.
 - *Establishing the collaboration between home, school, and community
 - *Fostering self-esteem and academic achievement
 - *Relating positive discipline with academic achievement
 - *Understanding the school system
 - *Becoming familiar with college requirements

4. Explain how the LEA consulted with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the Root Cause Analysis and Needs Assessment and proposed expenditures of the grant funds. If the School Site Council (SSC) was used for this purpose, describe how the school provided public notice of meetings and how meetings were conducted in the manner required by Section 35147 of the *Education Code*.

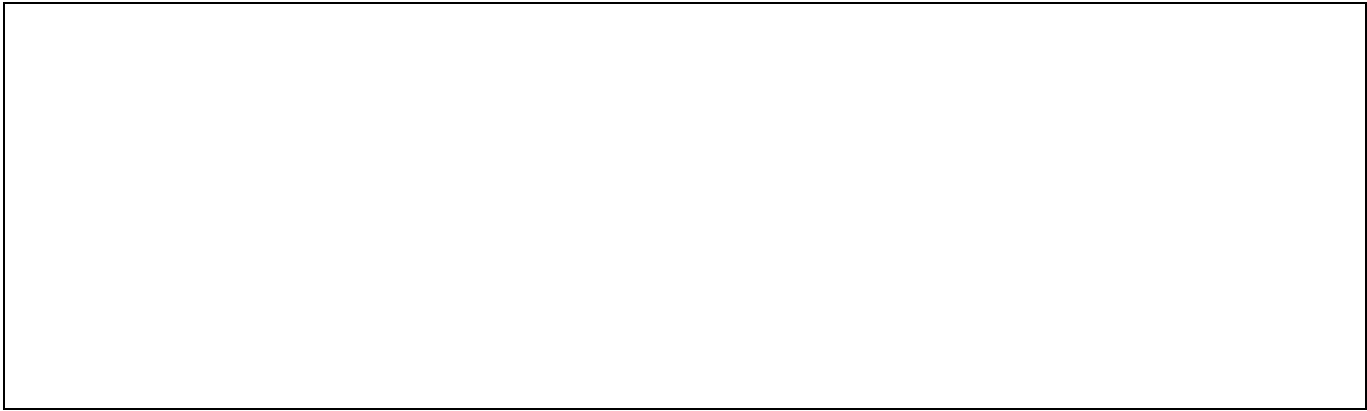
Our Early Literacy Action Plan planning documents (root cause analysis/needs assessment) and goals were shared with our K-3 teacher team, our School Site Council, and our Elementary Leadership team in order to obtain input for drafting our Action Plan.

Public notice of our School Site Council meeting was posted in front of the school and on Class Dojo 72 hours prior to the meeting. Parents could attend in person or via Zoom. The meeting was conducted as an open meeting to the public according to Section 35147 of the Education Code.



5. Justify LEA partnerships with literacy experts from the county office of education for the county in which the LEA is located, a geographic lead agency established, or the Expert Lead in Literacy in the development of the Root Cause Analysis and Needs Assessment and the Literacy Action Plan. If applicable, describe any partnership with a member of an institution of higher education or nonprofit organization with expertise in literacy for this purpose, which may also involve experts in participatory design and meaningful community involvement.

We did not partner with SDCOE (our local office). We partnered with the Sacramento County Office of Education (SCOE) as they were chosen as the Expert Lead in Literacy for the ELSB Grant. We attended trainings which took us through the process of developing our root cause analysis and needs assessment in order to create our action plan. Pivot/CORE partnered with SCOE to provide the trainings.



6. Describe how enrollment, program participation, and stakeholder engagement were leveraged to address the literacy needs of students enrolled in grades TK–3 at participating eligible schools, and include a brief narrative of analytical findings (see chart on page 8).

We used DIBELS 8 assessments for foundational reading skills to take a sample of our TK-3 students. Our ELSB team analyzed the assessment results and concluded the majority of our students were not able to read and comprehend complex grade level texts by 3rd grade. Also, the majority our students did not know their letter sounds to automaticity. The data overwhelmingly supports a systematic weakness with how we teach foundational reading skills. (Programs, training, personnel, systems)

Our dual language program model became a concern as the team realized the English teachers were not being given enough time in the daily schedule to properly teach foundational reading skills with our 50-50 model. We have addressed this by moving to a 60-40 model next year for TK-3 with 60% in English and 40% in Spanish to allow the English teachers adequate time to teach their ELA block.



NOTE: Use the chart below to identify the anticipated number of students enrolled who will be served by ELSB Grant-funded activities and the **primary** stakeholders (teachers, administrators, parents, community members, etc.) who were active participants in the Root Cause Analysis, Needs Assessment, and development of the three-year Literacy Action Plan.

Description	Student Enrollment (List only the number for each grade level, TK–3, by eligible participating school)	Participating Teachers (List only the number for each grade level, TK–3, by eligible participating school)	Participating Administrator(s) (List only role and number of each by district office and eligible participating school.)	Other Stakeholder Input (List all participating stakeholder groups by eligible participating school. For example, SSC, English Learner Advisory Committee [ELAC], school board, etc., and the number of participants for each.)
Example	Mozart Elementary TK = 48 K = 52 1 = 56 2 = 58 3 = 64 Chopin Elementary, etc...	Mozart Elementary TK = 0 K = 1 1 = 1 2 = 1 3 = 1 Chopin Elementary, etc...	<ul style="list-style-type: none"> • District ELA Curriculum Director = 1 • District Literacy Coaches = 10 • District Budget Technician = 2 • Mozart Admin = 1, etc. 	<ul style="list-style-type: none"> • Mozart Elementary J.S. SSC (7), ELAC (4), Title I parent meeting (28), DELAC (7), school board (7) • Chopin Elementary, etc.
Numbers	<i>Mozart = 278</i>	<i>Mozart = 4</i>	<i>Mozart = 1</i>	<i>Mozart =39</i>
Overall Participant Totals	Potrero Elementary TK = 4 K = 35 1 = 30 2 = 38 3 = 37 Numbers = 144	Potrero Elementary TK/K = 2 1 = 2 2 = 2 3 = 2 Numbers = 8	Potrero Elementary <ul style="list-style-type: none"> • Principal = 1 Numbers - 1	Potrero Elementary SSC = 8 K-3 team = 8 Elementary leadership team = 4 Numbers = 20

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