

## 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 and submit this form to [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) by **June 30, 2022**.

LEA Name: Lodi Unified School District

Program Lead: Allison Gerrity

Email/Phone: [agerrity@lodiUSD.net](mailto:agerrity@lodiUSD.net), 209-

331-7444

Fiscal Lead: Leonard Kahn

Email/Phone: [lkahn@lodiUSD.net](mailto:lkahn@lodiUSD.net), 209-331-

7121

Eligible Participating School(s):

1. Victor Elementary School	

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Sacramento County Office of Education

**Early Literacy Support Block Grant Annual Report**  
**Implementation Year 1: 2021–22**

(Rev.04/2022)

LEA URL for public posting of ELSB Grant Reports: Select to enter text.

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

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(Rev.04/2022)

1. In review, please complete the chart below to specify the practices and unmet needs, 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)]

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	District provides district-wide PBIS training, coaching, and ongoing support	N/A	There is a school PBIS leadership team and schoolwide implementation of PBIS practices.	N/A
Social-emotional learning	District provided SEL curriculum	Follow up support with SEL curriculum and implementation	The school selected the SEL curriculum: PATHS	Need staff development in PATHS and begin implementation
Experience of pupils below grade-level standard on the ELA content standards	Students given opportunity to have after school tutoring, district funded.	Providing more targeted , quality after school tutoring.	K-3 teachers provide SIPPS instruction daily.	Further interventions (beyond special ed) for students not making adequate progress in SIPPS.
Experience of families of pupils below grade-level standard on the ELA content standards	Parents are notified quarterly with standards based report cards.	We need district wide parent resources when parents are notified that their child is below grade	Teachers provide parent notification quarterly and at each DIBELS assessment	Future parent trainings in early literacy once parents are allowed back on campus.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

		level in ELA standards.		
--	--	-------------------------	--	--

2. 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. [SB98 Sec113 (b)(d2B)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	36.71% of students scored at or above standards as measured by SBSA in 2021. 44.32 % of students scored at or above standards as measured by SBSA in 2019.	The 2021 results are down by 7.61% compared to 2019 results.	44.71% of students scored at or above standards as measured by SBSA in 2021. 48.72 % of students scored at or above standards as measured by SBSA in 2019.	The 2021 results are down by 4.01% compared to 2019 results.
Data on effective practices ( <i>reference previous chart</i> )	The district provides coaching, access to CORE consultants, and resources to meet the needs of K-3rd grade reading instruction.	A district-wide process for required staff development in SIPPS, coaching utilization, and consultant utilization.	Teachers in grades K-3 committed to participating in SIPPS staff development, and CORE consultant coaching.	Need continued training and coaching in effective SIPPS instruction for K-3 teachers, and support for a change in teaching staff.
Data on ineffective practices ( <i>reference previous chart</i> )	The strategy of popcorn reading is being eliminated district-wide.	Coaching and consultant logs indicate that not all of the staff development opportunities are	The strategy of popcorn reading has been eliminated at the school site.	Continued staff development in effective first instruction of phonics

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

		being taken advantage of.		is needed for the next school year.
Equity and performance gaps	The district supports a district-wide goal to have all students reading at grade level by 3rd grade.	The district had 7.34% of EL students meet or exceed standards, compared to 36.71% for all students	The school has a goal to have all students reading at grade level by 3rd grade.	Victor School had 26.93% EL students meet or exceed standards in ELA compared to 44.71% of all students.

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)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	By July 2021, hire a 1.0 FTE Literacy coach to support teachers in grades K-3 with teaching the foundational reading skills.	A 1.0 Literacy coach was hired by July 2021.	26.93% of EL students in grades K-3 have scored at or above standards.	The literacy coach has provided direct services to EL students in grades K-3 and direct services to the teachers in grades K-3.
	Our school is currently implementing a state-	N/A	N/A	N/A

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

Development of strategies to provide culturally responsive curriculum and instruction	approved core curriculum that includes culturally responsive curriculum and instruction. We have been focusing on improving and deepening our understanding of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.			
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	Provide targeted on-going staff development and coaching in the teaching of phonemic awareness. By September, 2021, all kindergarten through second grade teachers will participate in SIPPS training.	K-3rd grade teachers will participate in district funded SIPPS training by September, 2021. They will have on-going district funded CORE coordinator support / coaching through the year. Para educators will participate in district funded SIPPS training by December 2021. They will have	All K-3 teachers have participated in SIPPS training and on-going support / training provided by our literacy coach and the CORE coordinator.	The district and site resources were used to provide the training and on-going support. Our literacy coach provided training to our para educators, and she provides on-going support.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

		on-going support provided by our literacy coach.		
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	ELD materials (Write in Readers, Priority lessons, Journey's Blend It Consumable books, ELD Teacher's Manual, ELD Slides for each Journey's lesson, Rosetta Stone) and ELD staff development is provided by the district	Staff development in SIPPS was provided to all K-3 teachers, staff development in ELD will be provided by the district to all K-6 teachers in March / April of 2022.	Sign in sheets, staff development schedules, coaching reports, coaching schedules, and feedback provided by CORE consultants.	District and site resources will be used to provide ELD staff development in March / April 2022.

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)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
-----------	---------------	-----------------	--	---

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

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	We will improve in developing our knowledge and skill in implementing SIPPS, a systematic assessment and foundational skills program with fidelity.	Provide targeted on-going staff development and coaching in the teaching of phonemic awareness. By September, 2021, all kindergarten through second grade teachers will participate in SIPPS training.	Staff development sign in sheets, coaching logs, CORE consultant logs and feedback.	We will continue with this on-going support into the next school year.
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	By August 2021, purchase SIPPS curriculum and provide initial and on-going training in the assessments within the program.	All K-3 teachers have used the SIPPS assessments and Dibels assessment results to place students in appropriate SIPPS groups.	Purchase orders, staff development sign in sheets, assessment results, teachers' reflective feedback.	These assessments will continue as outlined in the districtwide assessment calendar.

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)]



## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	Provide expanded learning time by offering before / after school tutoring with parent support and engagement.	By July 2021, hire a literacy coach to work with teachers and students in grades K-3, focusing specifically on foundational reading skills using the SIPPS curriculum.	A literacy coach was hired in July 2021 to work with teachers and students in grades K-3, focusing specifically on foundational reading skills using the SIPPS curriculum.	This made us become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data.
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	N/A	N/A	Teachers identified the need for extended day kindergarten.	Our school traditionally has extended day kindergarten starting in the second quarter. This will continue for the 22/23 school year.
Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school	Our school has a comprehensive PBIS Plan.	Our school will continue to update and implement the PBIS plan.	PBIS is a district-wide expectation and district coaching is available to all sites.	Our PBIS plan focuses on positive behavior, rewards, and a discipline plan that keeps students in the classroom.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

suspensions, that may limit a pupil's time in school				
Strategies to implement research-based social-emotional learning approaches, including restorative justice	The district provided PATHS curriculum as our SEL program.	The district provides staff development on the PATHS curriculum. Our staff will participate in the staff development in July 2022.	This will be an area of focus in the 22/23 school year, with implementation of the PATHS curriculum.	To be fully implemented by September 2022.
Expanded access to the school library	N/A	The district has provided expanded Library, media assistant hours.	Our library time will increase from 1 day per week to three days per week.	Students will have the opportunity to visit the library at least two days per week, based on scheduling.

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)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and supports for pupils and families	A district-wide program, Panorama, is used to help screen for students in crisis and provide a baseline on how	Implement Panorama mental health screening with district wide and site specific data analysis.	Data is gathered from the Panorama platform.	Staff and parents recognize the need to support student health.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

	students are doing socially and emotionally.			
Provision of mental health resources to support pupil learning	District provides four hours of mental health therapy weekly.	Students are identified by staff, parents, the school counselor, etc. as needing mental health therapy.	Screening is done by the school counselor.	Staff and parents recognize the need to provide mental health therapy to identified students.
Strategies to implement multi-tiered systems of support and the response to intervention approach	The intervention pyramid is implemented.	Staff members, with parents, conduct Student Study Teams for identified students.	Student assessment data, attendance records, behavior records, etc. are studied.	Staff and parents recognize the need to provide the necessary levels of support.
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	The goal was to have the literacy coach provide literacy training to parents.	This goal was not met due to COVID restrictions.	N/A	Training will be provided to parents in the 22/23 school year as restrictions lift.
Strategies to improve parent and community engagement and to improve communication with parents regarding how	Improve parent and community engagement. Offer Jump Into English to Spanish speaking parents.	K-3 teachers provide parents the M Class Home to School Connection, Dibels, progress to parents three times per year: August, December,	M Class Reports Class sign in sheets and teacher records.	The resources that are part of the Dibels / M Class program are used to keep parents informed about their K-3 student's progress in

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

to address pupils' literacy needs		May. Twenty parents have participated in Jump into English this year.		fundamental reading skills. Jump Into English is paid with district and site Title 1 funds.
-----------------------------------	--	---	--	---

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)]

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	There is district-wide PBIS training and coaching support for school sites.	N/A	Annual initial implementation of PBIS strategies.	We will continue to re-teach school wide PBIS strategies and school-wide implementation in the 22/23 school year.
Social-emotional learning	The district has provided SEL curriculum, PATHS, and staff development.	N/A	Site has received PATHS curriculum.	Site will participate in district offered staff development in PATHS curriculum in July 2022.
Experience of pupils below grade-level standard on the ELA content standards	The district provides funding for site provided intervention during the school year.	The district will be providing summer school for qualified students in the summer of 2022.	Site provides before and after school tutoring.	Due to lack of staffing, the site has limited opportunities to provide after school tutoring.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

Families of pupils below grade-level standard on the ELA content standards	Standards based report cards provide notification of student's progress in ELA.	Support to families to encourage students to take advantage of summer school and other extended learning opportunities.	Staff notifies parents of opportunities for summer school and other extended learning opportunities.	Victor School will provide parent trainings on how to support early literacy when COVID restrictions are lifted.
--	---	---	--	--

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)]

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	70.3% of students in grades K-3 district-wide are at or above standards as measured by district benchmark assessments.	29.7% of students in grades K-3 district-wide are below standards as measured by district benchmark assessments.	84% of students at Victor School in grades K-3 are at or above standards as measured by district benchmark assessments.	16% of students in grades K-3 at Victor School are below standards as measured by district benchmark assessments.
Data on effective practices ( <i>reference previous chart</i> )	The district provides coaching, access to CORE consultants, and resources to meet the needs of K-3rd grade reading instruction.	A district-wide process for required staff development in SIPPS, coaching utilization, and consultant utilization.	Teachers in grades K-3 are committed to participating in SIPPS staff development, and CORE consultant coaching.	Need continued training and coaching in effective SIPPS instruction for K-3 teachers, and support for a change in teaching staff.
	The strategy of popcorn reading is	Coaching and consultant logs	The strategy of popcorn reading has	Continued staff development in

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

Data on ineffective practices ( <i>reference previous chart</i> )	being eliminated district-wide.	indicate that not all of the staff development opportunities are being taken advantage of.	been eliminated at the school site.	effective first instruction of phonics is needed for the next school year.
Equity and performance gaps	The district supports a district-wide goal to have all students reading at grade level by 3rd grade.	The district had 7.34% of EL students meet or exceed standards, compared to 36.71% for all students	The school has a goal to have all students reading at grade level by 3rd grade.	Victor School had 26.93% EL students meet or exceed standards in ELA compared to 44.71% of all students.

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)]

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
Access to high-quality instruction	By July 2021, hire a 1.0 FTE Literacy coach to support teachers in grades K-3 with teaching the foundational reading skills.	By July 2022, hire a .50% Literacy Coach to support teachers in grades K-3 with the teaching of foundational reading skills including the effective teaching of phonemic awareness, letter	The grant does not provide enough funding for a full time Literacy Coach.	Our teachers in grades K-3 will benefit by working with the site literacy coach and the CORE consultant to improve instruction in the teaching of foundational reading skills including the effective teaching of phonemic awareness,

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

		sounds, and decoding.		letter sounds, and decoding.
Support for literacy learning	By July 2021, hire an intervention teacher to support small group instruction focusing on phonemic awareness, decoding, letter recognition, and comprehension strategies in grades K-3.	By July 2022, hire a .50% Intervention teacher to support small group instruction focusing on phonemic awareness, decoding, letter recognition, and comprehension strategies in grades K-3.	The grant does not provide enough funding for a full time intervention teacher.	This .50% intervention teacher will benefit the students in grades K-3 by supporting the classroom teacher with small group instruction targeting the gaps in knowledge. The intervention teacher will participate in SIPPS training (July 2022) and on-going support by the site Literacy coach and the CORE consultant.
Pupil supports	By September 2021, students will be assessed in Dibels to be placed in appropriate small groups for SIPPS instruction / intervention.	By September 2022, students will be assessed in Dibels to be placed in appropriate small groups for SIPPS instruction / intervention.	This assessment and grouping strategy will be used in the following years to address the need for foundational reading skills and instruction in phonics, letter recognition, and comprehension.	Progress monitoring of students will guide our lesson planning and drive adjustments to lesson delivery to meet the needs of the students.
Family supports	By December 2021, our literacy coach will provide literacy training to parents.	By December 2022, our literacy coach will provide literacy training to parents.	These trainings were not conducted due to COVID restrictions.	Parents expressed interest in learning strategies to support their children. We will

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

	ELSB funds will be used to purchase student literature for parents to use with their children following the training.	ELSB funds will be used to purchase student literature for parents to use with their children following the training.		develop a training schedule and topics during the fall of 2022.
--	---	---	--	---

**NOTE:** At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a nonconsent 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)]