

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):

_____Lodi_ Unified_ School_ District,_Victor_ Elementary_ School_____

Report Submitted By (Name/Title): -

_____Allison_ Gerrity,_Principal_____

Phone/Email: 209-331-7441, agerrity@lodiussd.net

Period Covered: July 1, 2020 – June 30, 2021

Date Submitted: July, 26, 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.).

Teachers from across the grade levels K-2 participated in the training and development of the root cause analysis, professional learning surrounding Scarborough's rope. Whole staff meetings included time to review the draft plan, adjust needs, and provide input on the hiring of the Literacy Coach and Intervention Teacher. Parent meeting scheduled for May 26.

ELSB Lead : Allison Gerrity, Principal Victor School

Primary Fiscal Contact: Leonard Kahn, District Chief Business Officer

Robert Sahli, Assistant Superintendent, Curriculum

Elizabeth Viramontes, Kindergarten teacher, Victor School

Susan Boswell, Second Grade teacher, Victor School

Lorelei Manassero, Second Grade teacher, Victor School

Joyce Paz, Third grade teacher, Victor School

Our team participated in the professional learning through SCOE, we discovered needs in our program throughout this professional learning. These needs were listed on the Jam Board. We reviewed the needs listed and grouped into basic categories: Improve First Instruction in reading fundamentals, Provide targeted intervention for learning loss during distance learning, and create a comprehensive assessment plan and schedule. Our program lacks quality Read aloud book selections.

We lack an intentional plan for detailed professional learning on effective strategies for developing foundational skills: phonemic awareness, letter sound recognition, and decoding.

Our program lacks effective instructional materials to build vocabulary development. Middle of the year Dibels assessment results indicate that 94% of students in kindergarten and first grade are scoring below benchmarks on phonemic awareness, and 75% are scoring below benchmark on letter sound recognition.

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.

We reviewed the needs listed and grouped into basic categories: Improve First Instruction in reading fundamentals, Provide targeted intervention for learning loss during distance learning, and create a comprehensive assessment plan and schedule. Our program lacks quality Read aloud book selections. We lack an intentional plan for detailed professional learning on effective strategies for developing foundational skills: phonemic awareness, letter sound recognition, and decoding. Our program lacks effective instructional materials to build vocabulary development. Middle of the year Dibels assessment results indicate that 94% of students in kindergarten and first grade are scoring below benchmarks on phonemic awareness, and 75% are scoring below benchmark on letter sound recognition.

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.

Dibels assessment results for Middle of the Year were analyzed for Kindergarten through second grade. There is limited assessment results due to distance learning.

Reading Inventory results were analyzed for third grade.

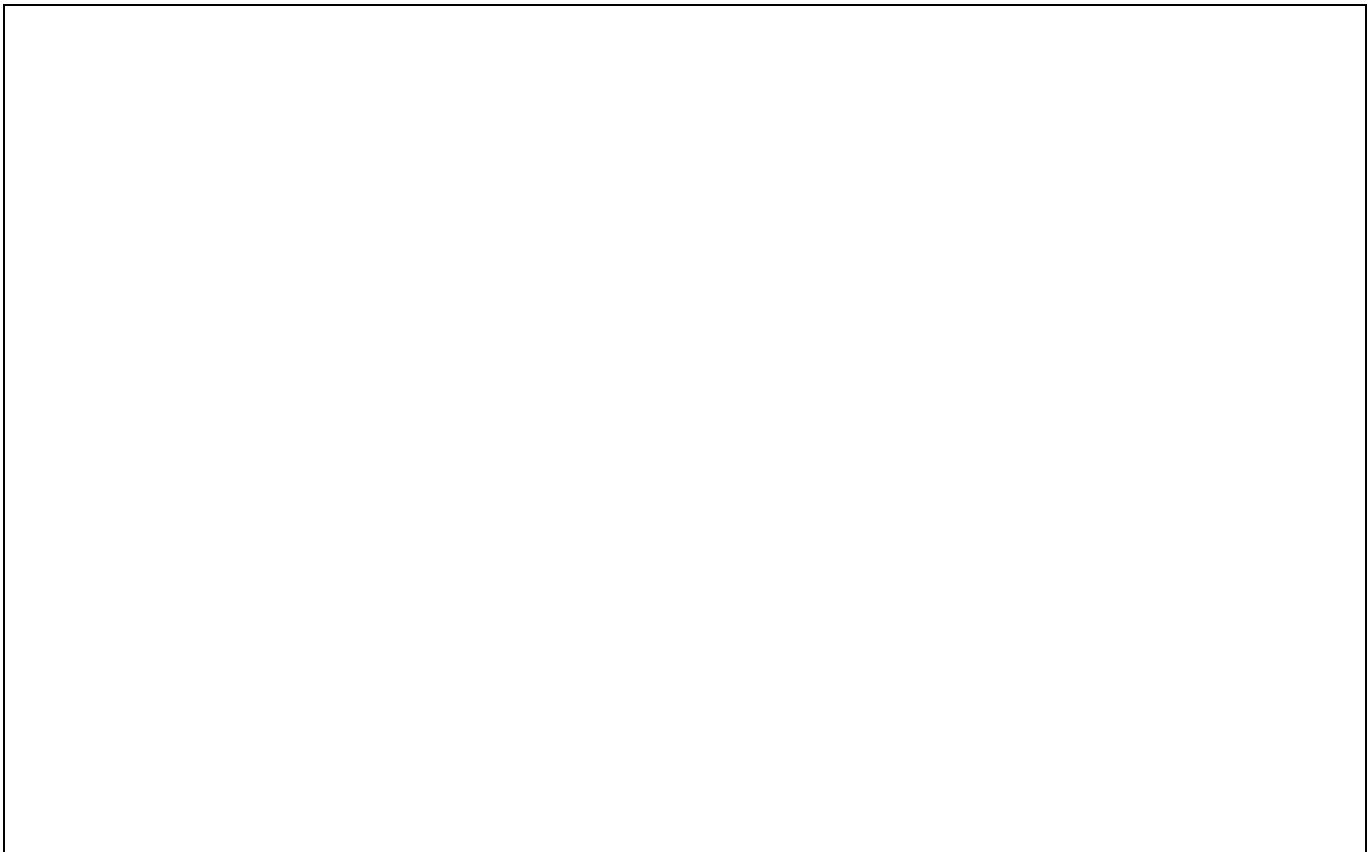
The site team participated in staff development and technical assistance from the Sacramento County Office of Education. We discovered needs in our program throughout this professional learning. These needs were listed on the Jam Board. We reviewed the needs listed and grouped into basic categories: Improve First Instruction in reading fundamentals, Provide targeted intervention for learning loss during distance learning, and create a comprehensive assessment plan and schedule.

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*.

The site team met with the whole staff, analyzing the findings from the Needs Assessment and Root Cause Analysis. The School Site Council / Parent Meeting agenda was posted on May 19. A parent meeting was held on May 26, seeking input in the needs assessment. Parents requested a need for an intervention teacher and a Literacy Coach for literacy in grades K-3. The School Site Council approved the Literacy Action Plan on May 26.

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.

The site team participated in staff development and technical assistance from the Sacramento County Office of Education. We will continue working with the Sacramento County Office of Education for on-going training in SIPPS, Literacy coaching, and the development and analysis of student assessments / results.



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).

The pandemic, and distance learning resulted in significant gaps in students' foundational knowledge: letter sound recognition, phonemic awareness and decoding. This is evidenced by Dibels assessments.

[Needs Assessment](#)
[Root Cause Analysis](#)

Our reading data indicates an urgent need for the teaching of foundational reading skills, including the effective teaching of phonemic awareness, letter sounds, and decoding.

[Needs Assessment](#)
[Root Cause Analysis](#)

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	Victor Elem. School K = 13 1 st = 16 2 nd = 22 3 rd = 15 Victor =66	Victor Elem. School K = 1 1 st = 1 2 nd = 1 3 rd = 1 Victor = 4	District ELA Curriculum Director = 1 Site Literacy Coach = 1 District Budget Technician = 2 Site Admin = 1 Victor =5	Elementary J.S. SSC (10), Parent Club (9), School Board (7)

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