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):

Twin Rivers Unified School District—Northwood Elementary School

Report Submitted By (Name/Title): Travis Burke/Director of Special Projects

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Period Covered: January 1, 2021-June 30, 2021

Date Submitted: July 20, 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.).

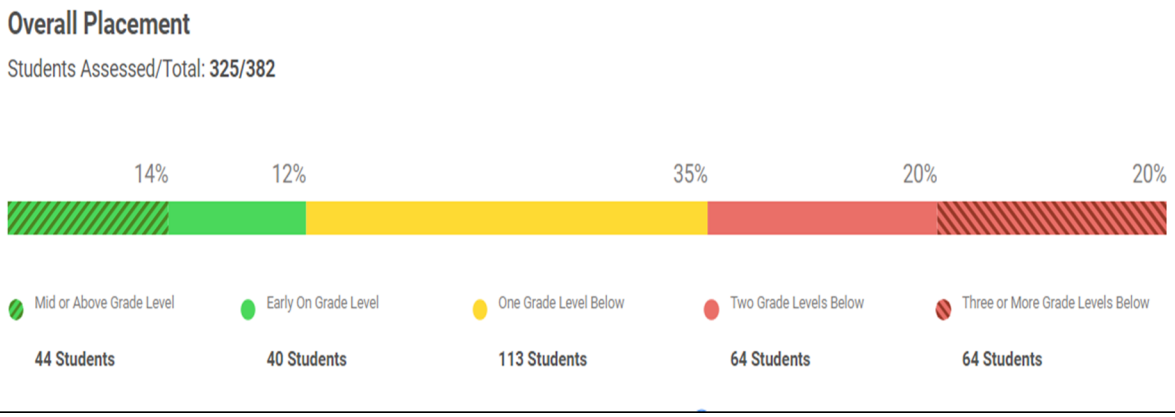
a. During the period from February-May, the ELSB team from Northwood Elementary engaged in professional development provided by CORE/PIVOT and facilitated by the expert lead in literacy, Sacramento County Office of Education. During this time the needs assessment and root cause analysis were conducted via their guidance. The team reviewed data trends in 3rd grade CASSPP, reviewed iReady and district benchmark data and also an inventory of curriculum and materials, assessment tools, parent and family engagement, school culture, and teacher practices. This process was shared and contributed to by parent stakeholder groups such as ELAC and School Site Council, teachers and staff that were not part of the ELSB team, and district leadership to develop the foundation for a plan.
b. ELSB Lead: Travis Burke, Director of Special Projects; Fiscal Contact: Heather Brown, Director of Budgetary Accounting and Budget Services
c. Travis Burke, District Director; Robert Myers, Principal Northwood Elementary; Kelly Young, Vice Principal Northood Elementary; Chritopher Boegner, Teacher SDC Northwood grades 1-2 Nortwhhood ; Deanna Ybarra, Teachers Grade 3 Northwood; Emily Weil, Teacher Grade 2 Northwood; Jill Sando, Teacher Grade 1 Northwood; Anthony LaRue, Teacher Kindergarten Northwood; Sarah Fornalski, Teacher Transistional Kindergarten Northwood.

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.

- Only 15% of grade 3 student meet or exceed standards in ELA based on grade 3 CAASPP.
- iReady Data shows a need for phonics and vocabulary instruction that continues until grade 6.
- A review of our common assessment tools reveals a lack of aligned data syste. Currently, there is not data for Fluency or Vocabulary. There is not a scope and sequence for systematic foundational skills instruction for grade TK-3. Assessment tools vary from classroom to classroom. Intervention grouping is based on iReady Scores. An aligned assessment system is a need addressed in our plan.
- SIPPS is utilized for intervention. There is not a curriculum suggestion for aligned instruction in foundational skills nor shared instructional practices. Utilizing SIPPS as a core program for systematic foundational skills is included in the plan.
- Instructional practices and elements of foundational skills instruction are not shared or published. Developing a common instructional block with shared instructional practices and minutes dedicated to all elements of foundational reading across grade TK-3 is included in the plan.
- There is limited participation and understanding of literacy practices from community and parent stakeholders. Included in the plan are family literacy nights, resources to utilize at home, and contracting with a parent and family consultant for outreach are included in the plan.
- Intervention services, data monitoring and sharing instructional practices are needs according to site interviews, observations, and the success of part time intervention in 2019-2021. An additional .5 FTE to serve TK-3 as a student support teacher is funded in the plan.
- Resources for classroom instruction, library, and books for students to read at home were needs that arose. Increasing the number and balance of available reading material for students, library use, and instructional use are included in the plan.
- Students and families experience high rates of trauma and poverty contributing to chronic absenteeism, behavior challenges, and limited support. While not addressed in this plan, service are being included from central services from a funding source different than this grant.

Overall Data for iReady at the site level indicates a need for systematic foundational reading instruction. :



Switch Table View: Placement Summary

Show Results By: Grade

Showing 7 of 7

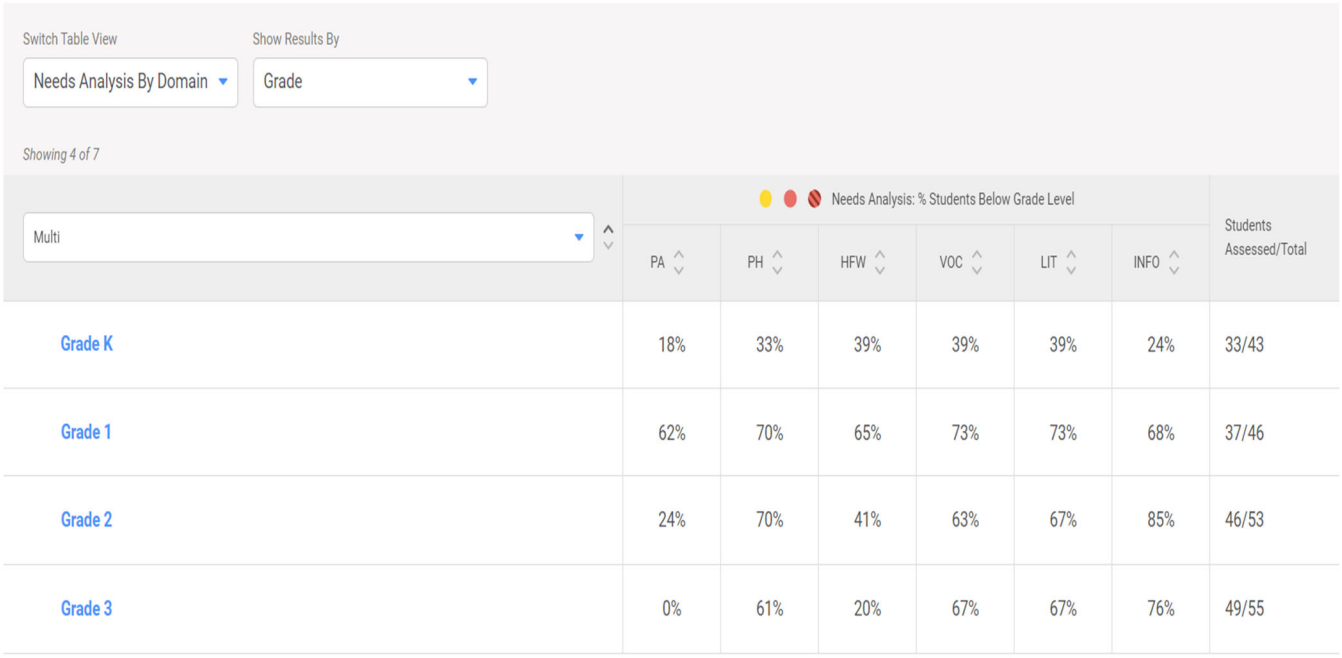
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		39%	27%	33%	0%	0%	33/43
Grade 1		16%	5%	68%	11%	0%	37/46
Grade 2		15%	15%	37%	30%	2%	46/53
Grade 3		12%	18%	27%	24%	18%	49/55
Grade 4		6%	8%	37%	16%	33%	51/59
Grade 5		3%	12%	24%	29%	32%	59/68
Grade 6		15%	4%	26%	19%	36%	47/58

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:
Staff has participated in training using SIPPS intervention and phonics materials and
Has in place and a systematic intervention process for reading instruction. Teacher observations show

quality instruction in classrooms, but lack of alignment across system. MTSS and site support team is Data driven and dedicated to the students.
IReady needs analysis by domain data has shown Phonics, Vocab and Word Recognition as a need K-3. Phonological Awareness progresses through grade 2, but should be tapering in grade 1 with systematic instruction.

Phonological Awareness *(PA)*
Phonics *(PH)*
High-Frequency Words *(HFW)*
Vocabulary *(VOC)*
Comprehension: Literature *(LIT)*
Comprehension: Informational Text *(INFO)*


Switch Table View: Needs Analysis By Domain
Show Results By: Grade
Showing 4 of 7

Multi	Needs Analysis: % Students Below Grade Level						Students Assessed/Total
	PA	PH	HFW	VOC	LIT	INFO	
Grade K	18%	33%	39%	39%	39%	24%	33/43
Grade 1	62%	70%	65%	73%	73%	68%	37/46
Grade 2	24%	70%	41%	63%	67%	85%	46/53
Grade 3	0%	61%	20%	67%	67%	76%	49/55

IReady data indicates a need for phonics skills in students up to grade 6. This indicates a weakness in Early phonics and phonological awareness instruction. During root cause analysis, the teachers surveyed Indicated a lack of aligned assessment system, little to no data sharing with colleagues, and no common Instructional strategies, schedule blocks, or goals regarding student literacy achievement (expect an increase in CAASPP).

While the LEA has a robust MTSS initiative and resources to support early literacy, there is No central data system or monitoring tools for early literacy. There is also a lack of common Instructional practices or strategies that is shared as part of the literacy plan. Districtwide CASPP scores at grade 3 are:

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 school site council and ELAC were the primary stakeholder groups. Both were provided with the opportunity to review the needs of the site, conduct a root cause analysis on the Parent engagement element of student literacy and discuss use of funds. Meetings were Posted publicly on website and sent via district communication by text and email to all families in the school site. Teacher stakeholders provided input at leadership meetings.

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 LEA partnered with Sacramento County Office of Education as out expert lead in literacy. In collaboration with CORE/PIVOT, the team engaged in professional development in early literacy science and the process of conducting root cause analyses and needs assessments. This partner also provided feedback on our literacy plan and expenditure plan. In addition, our LEA partnered with CORE to provide professional development and job-embedded coaching to our teaching staff at our qualifying site.

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).

Because of the low enrollment numbers, Northwood was able to review student data at the individual level. The small staff size was leveraged to survey and conduct interviews about instructional practices, assessment, perceived need and data analysis of students. This enabled the team to build confidence in our potential efficacy in in meeting the literacy needs of our students during the grant. The team was surprised to hear a variety of practices and assessment tools that were being used by colleagues and how aligning our assessment system would benefit everyone as a whole. The parent groups were interested in resources for students at home. Given the income status of most of our stakeholders, limited literacy resources are available outside of school. Building a community around reading and providing resources to do so was a strong desire.

The momentum from these stakeholder and planning meetings was leveraged to develop a grassroots, bottom-up literacy improvement plan that contains the elements of evidence-based practices and has the buy-in and agency of the practitioners and clients.

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	Northwood Elementary TK = 10 K =39 1 = 38 2 = 38 3 = 48	Northwood Elementary TK = 1 K = 1 1 = 1 2 =2 3 = 2 RSP: 1 Student Support Teacher: 1	• District Directo6 of Special Projects = 1 • District Literacy Coaches = 10 (Allocated) • Distric MTSS Coach/Coordinator: 2 • District Budget Director = 1 • Northwood Admin = 2	• Northwood Elementary J.S. SSC (7), ELAC (4), Title I parent meeting (86), DELAC Reps (2), school board (7)
Numbers	*Northwood=173*	*Northwood= 9*	*Northwood = 2*	*Northwood =97*
Overall Participant Totals	173	9	16	104
