

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Stockton Unified Schools

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Eligible Participating School(s):

1. Hamilton Elementary	6. Taylor Elementary
2. Hazelton Elementary	7. Van Buren Elementary
3. Pulliam Elementary	8. Select to enter text.
4. Roosevelt Elementary	9. Select to enter text.
5. Taft Elementary	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 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: Hamilton Elementary – May 18th, 2023; Hazelton Elementary – August 17, 2023; Pulliam Elementary – June 5, 2023; Roosevelt Elementary – May 18, 2023; Taft Elementary – May 16, 2023; Taylor Elementary – May 19, 2023; Van Buren – May 22, 2023)

- ☒ The governing board or body of the LEA

(Provide the date of the governing board meeting: August 22, 2023)

- ☒ Publicly posted on the LEA's website, which may be found at the following URL:

(Provide URL here: <https://www.stocktonusd.net/Page/16024>)

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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Van Buren 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.

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Please enter relevant school sites: Hazelton Elementary, Hamilton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren Elementary.

☐ 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: Select to enter text.

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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren 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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren 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: Hamilton Elementary

☐ 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: Select to enter text.

☐ Strategies to implement research-based social-emotional learning approaches, including restorative justice.

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Please enter relevant school sites: Select to enter text.

☒ Expanded access to the school library.

Please enter relevant school sites: Taft Elementary

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: Van Buren Elementary

☐ 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: Hamilton Elementary, Hazelton Elementary, Pulliam Elementary, Roosevelt Elementary, Taft Elementary, Taylor Elementary, Van Buren Elementary.

☒ Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

Please enter relevant school sites: Taft Elementary

☒ 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: Taft 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?

LEA Director scheduled monthly ELSB support meetings to discuss implementation, data analysis, expenditures, and site needs. District Curriculum office has coordinated professional development for early literacy supplemental curriculum and Vendor Site Lead Meetings to support implementation. ELA Instructional Coaches are funded through the district and assigned to ELSB sites. The Research department has worked with ELSB sites to create data dashboards and assessment resources to help monitor LAP progress and summarize data.

2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?

Sites are able to provide peer support through collaboration sessions by comparing data, sharing strategy challenges, and reflecting on progress. Teachers have access to curriculum resource training and district Instructional Coaches for on-going support. Data is streamlined and easy to reference for instructional decision making.

3. What changes in support are needed as the school sites enter into year three of the grant, if any?

More communication is needed regarding timelines and processes to manage expenditures. The District will utilize organization platforms and provide on-going budget progress checks. Specific guidance and coaching must be provided to help sites develop culture of collaboration around early literacy development as some sites have greater teacher participation in professional development than others.

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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 #2: Hazelton Elementary

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

1. Provide explicit, systematic phonemic awareness, phonics, and vocabulary instruction. 2. Develop a consistent protocol for how we analyze and respond to data.

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

By August 2021 (Year 2), we will purchase SIPPS and Heggerty for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions as measured by our professional development calendar and Foundational Skills Assessments and iReady. We will improve in implementing consistent assessment (Foundational skills) protocols and our response to data (Year 3) by utilizing Curriculum Assessments/CORE Foundational Skills Assessments and creating a site-specific assessment calendar that includes teacher release days to assess and plan by September 2021.

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.)

Reports: [CORE Screener Summary Data](#) [SIPPS Diagnostics](#)

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

When examining the CORE and SIPPS assessments, you can see that there has been improvement among the students who are receiving this specialized instruction. Kindergarten has seen the greatest improvement with the result increases of well over 50 percent in all but once domain overall. The ELSB team met after each assessment and adjusted instruction to address student needs. These adjustments were discussed and decided by the team and included revision of classroom groups, platooning, and pulling students to meet with the intervention teacher.

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

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Changes - For the upcoming year, we will work to meet more regularly as a team and follow the PLC process more closely. Meeting more than once a trimester will help our teachers adjust student instruction in a timely manner. We will also revisit the additional trainings that other schools have taken. I am hopeful that seeing the improvements made this year will help teachers see the value of additional programs. We will also need to ensure that more students participate in the CORE and SIPPS diagnostics. Participation for the CORE assessment was only around 50%. In the 22-23 school year, we were not able to recruit a library media assist to aide in the Plan Goals. We now have a Library Media Assist.

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