

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Select to enter text.

Program Lead: Donita Drulias-Daumer Email/Phone: ddruliasdaumer@eccacademies.org

Fiscal Lead: Irina Castillo Email/Phone: 209-830-9219

Eligible Participating School(s): Astronaut Jose M. Hernandez Academy

1. Astronaut Jose M. Hernandez Academy	6. Select to enter text.
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3. Select to enter text.	8. Select to enter text.
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5. Select to enter text.	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: Astronaut Jose M. Hernandez Academy. September 7, 2023)

- The governing board or body of the LEA

(Provide the date of the governing board meeting: September 12, 2023)

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

(Provide URL here: <https://eccacademies.org/eslb>)

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: Select to enter text.

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.

Please enter relevant school sites: Select to enter text.

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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: Select to enter text.

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: Select to enter text.

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: Select to enter text.

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.

Please enter relevant school sites: Select to enter text.

Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

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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: Select to enter text.

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: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

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: Select to enter text.

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?
Select to enter text.
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?
Select to enter text.
3. What changes in support are needed as the school sites enter into year three of the grant, if any?
Select to enter text.

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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 paste the questions for LEAs with more than three school sites.

Eligible Participating School #1:

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

The following goals are stated in the Literacy Action Plan for Astronaut Jose M. Hernandez Academy:

- 1a. Provide explicit, systematic Phonemic Awareness training for Teachers and Support Staff
- 1b. Provide explicit, systematic Phonemic Awareness instruction to Teachers
- 1c. Provide explicit, systematic Phonemic Awareness instruction
- 1d. Hire Early Literacy Specialist
- 1e. Provide parent training and resources of classroom literacy content to develop a supportive literacy environment in the home
- 2a. Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments
- 2b. Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments
- 2c. Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments
- 2d. Build a Comprehensive TK-3 Assessment Plan that includes Formative and Summative Student Data, Student Data Collection Forms, Yearly Assessment Calendar, and Data Analysis System for monitoring
- 3a. Provide daily support/ feedback to Teachers and Support Staff in classrooms modeling and guiding lessons with Early Literacy Specialist
- 3b. Provide training to the TK-3 Teachers and support staff of CORE ELA adopted materials by publishers to build knowledge and understanding of the many components within the EL Education Curriculum
- 3c. Provide daily support/feedback to Teachers in implementing a consistent delivery of reading instruction (language and teaching patterns) with Early Literacy Specialist through the grades of TK-3
- 3d. Provide monthly sessions of Professional Development to TK-3 Teachers and Support Staff with Early Literacy Specialist to strengthen knowledge and skills related to effective learning environment, and small group instruction that is consistent among the TK-3 vertical team

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

Astronaut Jose M Hernandez Academy has implemented the following actions to progress toward the goals set in the Literacy Action Plan:

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For goal 1a. *Provide explicit, systematic Phonemic Awareness training for Teachers and Support Staff* the action items are: Initial iReady, DIBELS, Directed Reading Assessment (DRA), OERA, and Reading A-Z training for all TK-3 Teachers and Support Staff, with monthly guided sessions with Early Literacy Coach

For goal 1b. *Provide explicit, systematic Phonemic Awareness instruction to Teachers* the action items are: Initial training of reading assessments for all TK-3 (DRA, DIBELS, iReady, Reading A-Z) Teachers and Support Staff, with monthly guided sessions with Early Literacy Coach

For goal 1c. *Provide explicit, systematic Phonemic Awareness instruction* the action items are: OERA training for all TK-3 Teachers and Support Staff, with monthly guided sessions with Early Literacy Specialist

For goal 1d. *Hire Early Literacy Specialist* the action items are: Hire an Early Literacy Specialist to begin the urgent planning and support of all TK-3 Staff. The ELS will be supporting the PD provided by OERA, iReady and Reading A-Z by outside vendors.

For goal 1e. *Provide parent training and resources of classroom literacy content to develop a supportive literacy environment in the home* the action items are: Provide parent training session of OERA content to develop a supportive literacy environment in the home

For goal 2a. *Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments* the action items are: OERA (Online Early Reading Academy), iReady, DIBELS and Reading A-Z training with Early Literacy Specialist for all the TK-3 Teachers

For goal 2b. *Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments* the action items are: Training using DIBELS Assessments with Early Literacy Specialist for all the TK-3 Teachers

For goal 2c. *Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments* the action items are: Training using DIBELS Assessments with Early Literacy Specialist for all the TK-3 Teachers

For goal 2d. *Build a Comprehensive TK-3 Assessment Plan that includes Formative and Summative Student Data, Student Data Collection Forms, Yearly Assessment Calendar, and Data Analysis System for monitoring* the action items are: Create Student Data Collection Forms to gather data from all data sources as well as create a yearly assessment plan to include both formative and summative data

For goal 3a. *Provide daily support/ feedback to Teachers and Support Staff in classrooms modeling and guiding lessons with Early Literacy Specialist* the action items are: Monthly, TK-3 teachers will provide structured conversations addressing content and strategies applied in the teaching and learning of word recognition skills

For goal 3b. *Provide training to the TK-3 Teachers and support staff of CORE ELA adopted materials by publishers to build knowledge and understanding of the many components within the EL Education*

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Curriculum the action items are: Conduct training of EL Education Ed. curriculum for all TK-3 Teachers and Support Staff, with monthly guided sessions with Early Literacy Specialist

For goal 3c. *Provide daily support/feedback to Teachers in implementing a consistent delivery of reading instruction (language and teaching patterns) with Early Literacy Specialist through the grades of TK-3* the action items are: Conduct formal and informal observations as well as providing appropriate OERA training resources to all TK-3 Teachers in the areas of classroom management and consistent delivery of reading instruction with Early Literacy Specialist

For goal 3d. *Provide monthly sessions of Professional Development to TK-3 Teachers and Support Staff with Early Literacy Specialist to strengthen knowledge and skills related to effective learning environment, and small group instruction that is consistent among the TK-3 vertical team* the action items are: Conduct training in the areas of classroom management, and small group instruction with Early Literacy Specialist for all the TK-3 Teachers

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.)

The metrics that are being used to at Astronaut Jose M Hernandez Academy to measure progress are as follows:

For goal 1a. *Provide explicit, systematic Phonemic Awareness training for Teachers and Support Staff:* Student diagnostic assessment data (iReady, DRA, DIBELS), Curriculum-embedded formative assessment data (EL Education), OERA Training Materials/ Notes, and Classroom implementation observation data

For goal 1b. *Provide explicit, systematic Phonemic Awareness instruction to Teachers:* Student diagnostic assessment data, Curriculum-embedded formative assessment data (McGraw Hill), OERA Training Materials/ Notes, and Classroom implementation observation data

For goal 1c. *Provide explicit, systematic Phonemic Awareness instruction:* PD Calendar, Training Materials/Notes, Student diagnostic assessment data (iReady, DRA, DIBELS), Curriculum-embedded formative assessment data (EL Education), OERA Training Materials/ Notes, and Classroom implementation observation data

For goal 1d. *Hire Early Literacy Specialist:* Yearly Calendar, Project Planner, [w Roles and Responsibilities of the ELS.docx](#)

For goal 1e. *Provide parent training and resources of classroom literacy content to develop a supportive literacy environment in the home:* Family Literacy Night, Scholastic Book Fair, Literacy Parent Training Videos

For goal 2a. *Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments:* PD Plan, Monthly Meeting Agendas/Notes, and Data Samples

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For goal 2b. *Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments:* PD Plan, Monthly Meeting Agendas/Notes, and Data Samples

For goal 2c. *Provide Professional Development to all TK-3 Teachers and Support Staff with Early Literacy Specialist to better inform the use of data tools and assessments:* PD Plan, Monthly Meeting Agendas/Notes, and Data Samples

For goal 2d. *Build a Comprehensive TK-3 Assessment Plan that includes Formative and Summative Student Data, Student Data Collection Forms, Yearly Assessment Calendar, and Data Analysis System for monitoring:* Student Data Collection Forms, Meeting Notes, Yearly Assessment Calendar, and Data Sheets

For goal 3a. *Provide daily support/ feedback to Teachers and Support Staff in classrooms modeling and guiding lessons with Early Literacy Specialist:* CSTP 2 and CSTP 4 Reflections, Master Schedule, Meeting Agendas/Notes, Observation Walkthrough Notes, Formal Observation feedback, and Bi-yearly Personal Learning Plan meetings with all TK-3 teachers

For goal 3b. *Provide training to the TK-3 Teachers and support staff of CORE ELA adopted materials by publishers to build knowledge and understanding of the many components within the EL Education Curriculum:* PD Plan, CSTP 3 and CSTP 4 Reflections, and Bi-monthly PLC common planning sessions

For goal 3c. *Provide daily support/feedback to Teachers in implementing a consistent delivery of reading instruction (language and teaching patterns) with Early Literacy Specialist through the grades of TK-3:* CSTP 2 and CSTP 4 Reflections, Observation Walkthrough Notes, Formal and Informal Observation support and feedback, and Provide live-coaching classroom instruction/support

For goal 3d. *Provide monthly sessions of Professional Development to TK-3 Teachers and Support Staff with Early Literacy Specialist to strengthen knowledge and skills related to effective learning environment, and small group instruction that is consistent among the TK-3 vertical team:* PD Plan, Bi-Monthly Meeting Agendas/Notes, and Formal and Informal Observation debriefs for support and feedback

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

When analyzing the metrics and the progress made towards the goals, we looked at student data from the beginning and ending of the year. Grades K-3 showed significant growth in reading.

Using the data from the IReady diagnostics, we discovered that Kindergarten dropped from 88% of students working one grade level below at the beginning of the year to 47% by the end of the year. In first grade, 6% of students were working two grade levels below and 78%

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were working one grade level below. By the end of the year no students were working 2 grade levels below and the percentage dropped to 37% working one grade level below. In second grade 91% of the students were working one to two grade levels below at the beginning of the year. By the end of the year the percentage dropped to 67%. At the beginning of the year in third grade, 46 % of the students were working 3 years below grade level. By the end of the year this percentage dropped to 11%.

DIBELS data also showed growth across grades K-3. This assessment was given at the middle of the year and end of the year. In Kindergarten 96% of students made growth in accuracy and fluency on the Letter Naming Fluency Subtest. In first and third grades, 100% of students made significant growth on the oral reading fluency subtest.

All K-3 teachers and the Early Literacy Coach completed the OERA reading training. They also participated in Literacy PDs one time monthly led by the Early Literacy Coach. Classroom teachers planned and implemented small group reading instruction based on reading strategies and practices learned during professional development and trainings.

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

As Astronaut Jose M Hernandez Academy enters into year three, the following are needed changes toward the goals of the grant:

1. Utilize a Reading Intervention Aide to implement small group pull out instruction
2. Implement the designated ELD program with the Wonders curriculum
3. Continued professional development in the components of small group reading instruction
4. Continued professional development in systematic phonics instruction

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Eligible Participating School #2: Select to enter text.

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

Select to enter text.

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

Select to enter text.

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.)

Select to enter text.

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

Select to enter text.

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

Select to enter text.

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Eligible Participating School #3: Select to enter text.

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

Select to enter text.

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

Select to enter text.

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.)

Select to enter text.

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

Select to enter text.

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

Select to enter text.