

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: **Select to enter text.**

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

1. Astronaut Jose M. Hernandez Academy	6. Select to enter text.
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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 3 (2023-24), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2024**.

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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. August 15, 2024)

- The governing board or body of the LEA

Provide the date of the governing board meeting: August 13,2024

- 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 Three

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: Astronaut Jose M. Hernandez Academy

- Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites: Astronaut Jose M. Hernandez Academy

- 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: Astronaut Jose M. Hernandez Academy

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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: Astronaut Jose M. Hernandez Academy

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: Astronaut Jose M. Hernandez Academy

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.

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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: 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: Astronaut Jose M. Hernandez Academy

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

Please enter relevant school sites: Astronaut Jose M. Hernandez Academy

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: Astronaut Jose M. Hernandez Academy

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 did the LEA provide to eligible participating school sites in Year 3 of implementation?

Select to enter text.

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

Select to enter text.

3. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program?

Select to enter text.

4. What has the LEA learned as a result of the ELSB grant work that can be applied to current and future support of all school sites?

Select to enter text.

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Section IV: Statement of Goals, Implementation Year Three Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the six questions. Please copy and paste the questions for LEAs with more than three school sites.

Eligible Participating School #1: Astronaut Jose M. Hernandez Academy

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Provide explicit, systematic Phonemic Awareness training for Teachers and Support Staff. Provide explicit, systematic Phonemic Awareness instruction to Teachers. Provide explicit, systematic Phonemic Awareness instruction. Early Literacy Specialist. Provide parent training and resources of classroom literacy content to develop a supportive literacy environment in the home. 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. 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. 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. 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. Provide daily support/feedback to Teachers and Support Staff in classrooms modeling and guiding lessons with Early Literacy Specialist. 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. 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. 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. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

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

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

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

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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 CORE, iReady and Reading A-Z by outside vendors.

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 CORE content to develop a supportive literacy environment in the home

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

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

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

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

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

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 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

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

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

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3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

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. 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. 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. Hire Early Literacy Specialist: Yearly Calendar, Project Planner, Roles and Responsibilities of the ELS.docx. 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. 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. 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. 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. 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. 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. 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. 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. 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

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

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Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	iReady	61%
First Grade	iReady	43%
Second Grade	iReady	67%
Third Grade	iReady	44%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

When analyzing the metrics and the progress made towards our goals, we looked at student data from the beginning and ending of the year. Students in grades K-3 showed growth in reading. Using the data collected from the iReady diagnostics we discovered the following significant growth: The percentage of kindergarten students scoring at/above the standard grew from 11% to 61%. In first grade the scores grew from 5% to 43%. In second grade the beginning of the year percentage was 30% and the end of the year was 67%. Finally, in third grade the percentage of students scoring at/above the standard grew from 28% to 44%. At the beginning of the year in kindergarten 89% of the students scored one grade level below and by the end of the year this number dropped to 39%. In first grade 85% of students scored 1 grade level below at the beginning of the year but at the end of the year this dropped to 57%. At the beginning of the year in second grade 22% of students scored two grade levels below but dropped to 4% at the end of the year. Lastly, in third grade, 39% of students scored 3 grade levels below at the beginning of the year. By the end of the year there were no students scoring 3 grade levels below.

DIBELS data also showed growth across grades K-3. The data from the beginning of the year to the end of the year showed the growth as follows: In Kindergarten 80% of students made growth in accuracy and fluency on the Letter Naming Fluency Subtest. At the beginning of the year in first grade, 65% of the students scored in the red range on the Oral Reading Fluency Subtest. This meant these students were at high risk and needed intensive support. By the end of the year this percentage dropped to 39%. 95% of students in second grade and 83% of students in third grade made growth on their scores on the Oral Reading Fluency Subtest.

5. What has been the most notable change as a result of the site's ELSB grant work?

The most notable change at AJMHA as a result of our work with the ELSB grant is the improvement in our teachers' skill sets in the area of reading instruction. We have been able to provide a variety of professional development opportunities through OERA, Core (for the Wonders Curriculum and the SIPPS program), and with the on-site Early Literacy Coach. Teachers have also verbalized how helpful it has been to observe the literacy coach model small group instruction in their classrooms and then participate in co-teaching with the Early Literacy Coach. Providing personalized coaching and lesson debriefs have also helped our teachers grow in their practice of reading instruction.

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6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

AJMHA will continue to support and sustain the work begun through the ELSB grant program in a variety of ways. Teachers will continue to implement the Wonders Curriculum during whole class lessons using the tools and practices learned through the CORE professional development. Our K-3 teachers are now knowledgeable and able to analyze the data from Diebels and SIPPS assessments to form student groupings and target appropriate skills necessary during small group instruction. We will be using SIPPS school wide and during Intervention to build the foundational skills for all of our students. K-3 classroom teachers now have the necessary supplies and skills to run purposeful, independent alphabet, word work, writing, and language skills centers while implementing small group instruction. Our teachers have expressed interest in furthering their knowledge about the Science of Reading, so we hope to provide opportunities for them to attend professional development opportunities when available through our county office of education.

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Eligible Participating School #2: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Select to enter text.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

Select to enter text.

5. What has been the most notable change as a result of the site’s ELSB grant work?

Select to enter text.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Select to enter text.

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Eligible Participating School #3: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Select to enter text.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

Select to enter text.

5. What has been the most notable change as a result of the site’s ELSB grant work?

Select to enter text.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

Select to enter text.