

# Early Literacy Support Block Grant Annual Report

## Implementation Year 1: 2021–22

(REV. 04/2022)

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.

On an annual basis, each LEA with an eligible school shall submit to the California Department of Education, the school site council at each eligible school, and the governing board or body of the LEA a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the LEA’s website.

For Implementation Year 1 (2021–22), the LEA Program Lead shall complete the template below for each eligible participating school and submit this form to [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) between **June 30, 2022** and **July 30, 2022**.

LEA Name: Select to enter text.

Program Lead: Select to enter text. Email/Phone: Select to enter text. Fiscal Lead: Select to enter text. Email/Phone: Select to enter

text. Eligible Participating School(s) – select box next to the site for which this report applies:

<input type="checkbox"/> 1. Select to enter text.	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

LEA URL for public posting of ELSB Grant Reports: Select to enter text. **NOTE:** Please indicate N/A in all sections that do not apply.

CDE SzD Revised 4/19/2022

**Early Literacy Support Block Grant Annual Report**  
**Implementation Year 1: 2021–22**  
 (REV. 04/2022)

1. In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

**Note: Review Literacy Action Plan Section 1, 1.2 Root Cause**

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Select to enter text.	Select to enter text.	As referenced in the <a href="#">Literacy Action Plan</a> , <a href="#">school</a> climate is addressed by our PBIS team. The team holds meetings monthly to plan around relationships, attendance, behavior and the overall school climate.	No unmet needs were listed in the <a href="#">Literacy Action Plan</a>

<p>Social-emotional learning</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>As referenced in the <a href="#">Literacy Action Plan</a>, school climate is addressed by our PBIS team. The team holds meetings monthly to plan around relationships, attendance, behavior and the overall school climate.</p>	<p>No unmet needs were listed in the Literacy Action Plan.</p>
<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>Since the beginning of the 2020-2021 school year, the operations team (principal, vice-principal, coaches, counselors, and program specialist) and school leadership team have been engaged in conversation about school data and the need to not only address unfinished learning, but also to align school instructional practices to improve student outcomes, especially in the area of literacy. Traditionally, Van Buren's iReady scores have shown that 80% of students were reading below grade level.</p>	<p><a href="#">Note Catcher</a></p> <p><a href="#">Root Cause Analysis</a></p> <p><a href="#">I-Ready Data Report - Winter</a></p> <p>1) As seen by our iReady data, the root cause analysis and our Literacy Action Plan teachers have not received training on teaching foundational reading skills. Plus, we knew that our iReady historical data shows that the root cause of being behind is due to the lack of inadequate first instruction of phonics, phonemic awareness, phonological skills and a</p>

			<p>(Winter iReady Data). When looking specifically at the foundational skills, phonemic awareness (tested K-2) averaged 44% proficiency, and phonics in K-3rd averaged 28% proficiency. The need for foundational skills is urgent. Once the grant was announced to the staff, the principal solicited individuals to participate as team members. These included the program specialist, ELA instructional coach, and a teacher the K, 1, and 2nd grade.</p>	<p>progress monitoring system.</p> <p>2) It has also been determined that within our school district we lack a systematic process that monitors foundational skills data. We need a school wide reading assessment other than the iReady that we currently have. We need to be able to use the data to drive instruction and teachers have not been taught how to break apart the data and what and where we go after the assessment.</p> <p>3) On our root cause analysis we also determined that our ELD strategies are not consistent. Being Title 1 and in a low socioeconomic area our students lack background knowledge and vocabulary.</p> <p>4) During our staff meeting and</p>
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				<p>stakeholders meeting we also determined that we need to be more consistent with phonics, sound spelling, phonemic awareness and being able to use small group instruction.</p> <p>5) Our current curriculum does not spiral to address unfinished learning.</p>
<p>Experience of families of pupils below grade level standard on the ELA content standards</p>	Select to enter text.	Select to enter text.	<p>At Van Buren the teachers have many ways of communicating students' progress to their parents. Currently we use phone calls, notes, class Dojo, Google Classroom, Remind App and home visits. We also have a bi-lingual aide and a</p>	<p>One of our unmet needs was the fact that we couldn't have parents on campus and we were not able to have parent training according to our Literacy Action Plan.</p>

CDE SzD Revised 4/19/2022

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(REV. 04/2022)

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both

the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

**Note: Review Literacy Action Plan Section 1, 1.3 Needs Assessment**

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Select to enter text.	Select to enter text.	During Van Buren’s 20-21 school year we utilized the district’s iReady assessments and these were done 3 times a year. We also implemented a new curriculum which is BenchMark Advance to meet the ELA standards.	The final assessment for <a href="#">iReady Spring 21</a> indicated that we were still performing below grade level in grades K-3. As the data shows Our first grade is 84% below grade level. The second grade is 83% and the third grade is 89% below grade level even though they are being taught with Stockton Unified’s adopted curriculum.
Data on effective practices ( <i>reference previous chart</i> )	Select to enter text.	Select to enter text.	During Van Buren’s 20-21 school year we implemented the new district adopted curriculum to meet the ELA standards. The final assessment for <a href="#">iReady Spring 21</a> indicated that we were still performing below grade level in grades K-3. As the data shows Our first grade is 84%	As indicated in our <a href="#">Root Cause Analysis</a> and our <a href="#">needs assessment note catcher</a> we have not met academic success in all aspects of literacy.

			below grade level. The second grade is 83% and the third grade is 89% below grade level even though they are being taught with Stockton Unified's adopted curriculum.	
Data on ineffective practices <i>(reference previous chart)</i>	Select to enter text.	Select to enter text.	Our end of year <a href="#">iReady data</a> was used to identify our students that need intervention.	As indicated in our <a href="#">Root Cause Analysis</a> and our <a href="#">needs assessment note catcher</a> it has been determined that Van Buren does not have the necessary resources to provide tier 2 and tier 3 interventions. As seen by our <a href="#">iReady data</a> .
Equity and performance gaps	Select to enter text.	Select to enter text.	Stockton Unified utilizes a program called iReady and it provides each student with a pathway that is supposed to meet their individual needs. This is to help improve their performance and help each student master each standard.	As indicated in our <a href="#">Root Cause Analysis</a> and our <a href="#">needs assessment note catcher</a> it has been determined that Van Buren does not have the necessary resources to provide tier 2 and tier 3 interventions. As seen by our <a href="#">iReady data</a> . The

				pathway is not proven to help in all areas of literacy.
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3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and Metrics

Review Section 3: Categories 1-4 of Literacy Action Plan, Category 1: High-Quality Instruction for Specific

#### Actions

2021–2022 Category 1: High Quality Instruction	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome



<p>3.1a Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p>In support of goals 1-2, by September 2022 hire an instructional assistant to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</p>	<p>Attached is our job description for the hiring of our <a href="#">Instructional assistant</a> that will provide individual and small group reading instruction for identified students in grades K-3.</p> <p>We hired a <a href="#">bi-lingual aid</a> to be on site to assist in helping students become literate.</p>	<p>With the help of the <a href="#">instructional assistant</a> who worked with students in grades K-3, focusing specifically on foundational reading skills. As seen by our <a href="#">CORE</a> data, which shows that our students have made growth in their Phonics tests A - F. Tests G through L show little to no growth. This is because they are still learning their letters and sounds.</p>	<p>(Positive) Hired an <a href="#">instructional assistant</a> to work with students in grades K-3, focusing specifically on foundational reading skills. As seen by our <a href="#">CORE</a> data,</p> <p>(Negative) We did not hire the instructional assistant until February 15th, 2022</p> <p>(Negative) Our bi-lingual aid quit to go into the classroom so the impact the bi-lingual aide cannot be determined at this time because the bi-lingual aid was not in the position long enough.</p> <p>(Negative) We were unable to hire a bi-lingual aid due to the fact that there were no applicants at this time. So, the impact of the bi-lingual aid cannot be determined at this time.</p>
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				(Positive) We finally hired a bi-lingual aide in the middle of May.
3.1b Development of strategies to provide culturally responsive curriculum and instruction	No Action - Social Studies Weekly  No Action - Benchmark.	Social Studies Weekly - is the state approved core curriculum website  Benchmark is the state approved core curriculum website	As referenced in the <a href="#">Literacy Action Plan</a> our school already has a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.	No unmet needs were listed in the <a href="#">Literacy Action Plan</a>

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3.1c 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

In support of goals 1 and 2 for the years 2021-2022, 2022-2023, and 2023- 2024 we will fund collaboration and release time for the teachers to collaborate around the data, their instruction as well as attend training, lesson studies, etc. as it relates to literacy instruction and achievement. We will use (LETRS, OERS). By 2022 K-3rd teachers will receive training in LETRS and/or OERA as it relates to literacy instruction.

For Goal 1 and 2 teachers will be receiving training for OERS. There are 7 modules for each teacher. They are 6 hours long for all 12 staff members.

SIPPs - 12 staff for 1 day training.

As indicated in our [root cause analysis](#) and our [needs assessment](#), Van Buren teachers need to be released from their classrooms to receive professional development on literacy instruction, data training, plus access to targeted, evidence-based foundational reading skills instruction in order for them to effectively accomplish goals 1 and 2 by June of 2024.

All the K-3 teachers have attended the CORE online Reading Academy (OERA) training. The course was a monthly class and after each unit the teachers met and collaborated about what they had learned and how we can best utilize it

A district wide program is utilized by students called “ iReady”. We used this screener to measure growth by each student.

Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level

Fall of 2021		Spring 2022	
Mid or above and Early on grade level			
K	17%	K	63%
1	25%	1	25%
2	13%	2	11%
3	13%	3	30%

We were also going to use the CORE foundational data however, we found that all the systems were not in place correctly so the data was skewed. CORE systems are now in place for next year. So, we will be able to use both iReady and CORE data to determine our growth.

(Positive) As referenced in the [Literacy Action Plan](#) And after looking at our 19-20 [iReady](#) data we were able to train the teachers at administering [CORE assessments](#).

(Negative) Collaboration time for the teachers was unable to happen because the teachers were unable to leave their classroom for any training because of a substitute shortage.

(Positive) All the K-3 teachers have attended the CORE online Reading Academy (OERA) training and we believe that this affected

		<p>in our own classrooms.</p> <p>The teachers were able to get the training necessary for SIPPS</p>		<p>the growth of the students in the classroom.</p> <p>(Positive) We were able to <a href="#">purchase SIPPS</a> curriculum and start implementing it in September of 2020.</p> <p>(Positive) The teachers were trained on the SIPPS curriculum.</p> <p>(Positive) With the implementation of SIPPs teachers reported that the students were more engaged and excited to learn how to read and work in their small groups.</p> <p>(Negative) We were not able to have the data talks that we wanted to this past year. We have had to be</p>
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				filling in classrooms because of the lack of teachers.																																																																																																																
<p>3.1d Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) 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</p>	<p>Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive &amp; reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data.</p>	<p>We currently are supported with our LDO on appropriate ELD strategies and ongoing training for teachers in the frameworks.</p> <p>We had an opportunity to train all K-3 teachers for SIPPS implementation in the classroom. Our program specialist shared training videos with all K-3 teachers.</p> <p>We also used SIPPS curriculum in our after school intervention classes for K-3.</p>	<p>To measure the effectiveness of our ELD students we used the iReady diagnostic to determine the improvement by implementing SIPPs along with our current ELD curriculum.</p> <p>ELD Students Data</p> <table border="1" data-bbox="1213 594 1650 1466"> <thead> <tr> <th></th> <th></th> <th>Mid or above</th> <th>Early on</th> <th>1 gr below</th> <th>2 below</th> <th>3 or more</th> <th>NC</th> </tr> </thead> <tbody> <tr> <td>B1</td> <td>Dia 1</td> <td></td> <td></td> <td>75%</td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>MR</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td>G1</td> <td>Dia 1</td> <td></td> <td></td> <td>80%</td> <td>20%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>MR</td> <td>20%</td> <td></td> <td>80%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td>Dia 1</td> <td></td> <td></td> <td>80%</td> <td>20%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>MR</td> <td></td> <td>20%</td> <td>80%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>C2</td> <td>Dia 1</td> <td></td> <td></td> <td>29%</td> <td>71%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>MR</td> <td>14%</td> <td></td> <td>57%</td> <td>29%</td> <td></td> <td></td> </tr> <tr> <td>L2</td> <td>Dia 1</td> <td></td> <td></td> <td></td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>MR</td> <td></td> <td></td> <td>75%</td> <td>25%</td> <td></td> <td></td> </tr> <tr> <td>D2</td> <td>Dia 1</td> <td></td> <td></td> <td></td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>MR</td> <td></td> <td>25%</td> <td>25%</td> <td>50%</td> <td></td> <td></td> </tr> <tr> <td>F3</td> <td>Dia 1</td> <td></td> <td></td> <td>29%</td> <td>29%</td> <td>43%</td> <td></td> </tr> </tbody> </table>			Mid or above	Early on	1 gr below	2 below	3 or more	NC	B1	Dia 1			75%	25%				MR	25%	25%	25%	25%			G1	Dia 1			80%	20%				MR	20%		80%				Y1	Dia 1			80%	20%				MR		20%	80%				C2	Dia 1			29%	71%				MR	14%		57%	29%			L2	Dia 1				100%				MR			75%	25%			D2	Dia 1				100%				MR		25%	25%	50%			F3	Dia 1			29%	29%	43%		<p>(Positive) As referenced in the <a href="#">Literacy Action Plan</a> we currently are supported with our LDO on appropriate ELD strategies and ongoing training for teachers in the frameworks. We have a supported <a href="#">ELD curriculum</a>.</p> <p>There is a district wide program for screening students abilities which is called iReady. We use this screener to measure growth 3 times a year.</p> <p>(Positive) We were able to implement SIPPS in September due to the fact that the district</p>
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3.2a Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials

Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive & reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data.

We purchased *SIPPS* which is taught in groups of students with similar needs, which allows teachers to target exactly what students need to know next.

SIPPs has a program-specific placement assessment that provides the data needed to group students with similar decoding needs. Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching.

Teachers received training in order to implement the program correctly.

We also purchased [SIPPs libraries](#) which consisted of 150 trade books for each of the K-3 classrooms. It Contains “easy

A district wide program is utilized by students called “ iReady”. We used this screener to measure growth by each student.

Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level

Fall of 2021		Spring 2022	
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K	17%	K	63%
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We were unable to measure the effectiveness of the SIPPS libraries at this time. We received them close to the end

(Positive) As referenced in the [Literacy Action Plan](#). We purchased [SIPPS curriculum](#) for all K-3 teachers. We also purchased the SIPPS libraries for the students to have extra books to read with the students.

(Positive) We received the materials in September and implemented the SIPPS program immediately.

(Negative) We were also going to use the CORE foundational data however, we found that all the systems were not in place correctly so the data was skewed. CORE systems are now in place for next year. So, we will be able to use both iReady and CORE data to determine our growth.

		readers” to help students make the transition from decodable text to trade books. The books were chosen based on research to determine the best books for children to read while they are mastering phonics skills.	of the year so we will monitor this next year.	
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### Implementation Year 1: 2021–22

(REV. 04/2022)

3.2b Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	In support of goal 1 by June 2024 we will have training and release time for foundational reading skills data analysis. We will develop an assessment and monitoring plan to include protocols and timelines for data collection, analysis, and implementation of intervention plans as part of cycles for improvement.	We purchased <i>SIPPS</i> which is taught in groups of students with similar needs, which allows teachers to target exactly what students need to know next.  <a href="#">SIPPS</a> has a program-specific placement assessment that provides the data needed to group students with similar	A district wide program is utilized by students called “iReady”. We used this screener to measure growth by each student.  Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level	(Negative) At this time the only way to track any progress is by using the district wide program called “iReady”. We used this screener to measure growth by each student. As you can see by our <a href="#">iReady Spring 21</a> we are making progress. However, we need a better way to monitor the SIPPS assessment data.
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		<p>decoding needs. Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching.</p> <p>Teachers were trained on the SIPPS program.</p>	<table border="1"> <tr> <th colspan="2">Fall of 2021</th> <th colspan="2">Spring 2022</th> </tr> <tr> <td colspan="4">Mid or above and Early on grade level</td> </tr> <tr> <td>K</td> <td>17%</td> <td>K</td> <td>63%</td> </tr> <tr> <td>1</td> <td>25%</td> <td>1</td> <td>25%</td> </tr> <tr> <td>2</td> <td>13%</td> <td>2</td> <td>11%</td> </tr> <tr> <td>3</td> <td>13%</td> <td>3</td> <td>30%</td> </tr> </table>	Fall of 2021		Spring 2022		Mid or above and Early on grade level				K	17%	K	63%	1	25%	1	25%	2	13%	2	11%	3	13%	3	30%	<p>(Positive) The teachers were able to start the SIPPS curriculum in September.</p>
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Specific Goal and

Metrics Review Section 3: Categories 1-4 of Literacy Action Plan, Category 3: Pupil Supports for Specific

Actions

<p>2021–2022 Category 3: Pupil Supports</p>	<p>Specific Goal</p>	<p>Specific Action</p>	<p>Metrics for Assessment Towards Achievement of the Goal</p>	<p>Rationale for Positive/Negative Outcome</p>
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3.3a Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils'	No action	No action	No action	No action
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CDE SzD Revised 4/19/2022

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(REV. 04/2022)

access to literacy instruction				
3.3b Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	No Action	Our district already has a State funded <a href="#">after school program</a> .	Our school is currently implementing a state-approved after school program that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.	Our district already has a State funded <a href="#">after school program</a> .

<p>3.3c 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</p>	<p>no action - PBIS no action - Second Step</p>	<p><a href="#">PBIS</a> is the school's state approved classroom management system. <a href="#">Second Step</a> is the school's state approved core curriculum website.</p>	<p>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p>	<p>No unmet needs were listed in the <a href="#">Literacy Action Plan</a></p>
<p>3.3d Strategies to implement research based social emotional learning approaches, including restorative justice</p>	<p>no action - Restorative Justice no action - Unbound ED</p>	<p><a href="#">Link to SUSD Restorative Justice</a> - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held during school hours</p> <p><a href="#">Unbound Ed</a> - evidence of SUSD already implementing the program and providing</p>	<p>As referenced in the <a href="#">Literacy Action Plan</a> our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p>	<p>No unmet needs were listed in the <a href="#">Literacy Action Plan</a></p>

		opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held during school hours.		
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3.3e Expanded access to the school library	In support of goal 2, for the 2021-2022, school year we will fund our current Library media an additional 3 hours extra for 33 weeks to focus on K-2 students needing to have access to literature.. This will promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read.	As indicated in our <a href="#">needs assessment</a> and our <a href="#">root cause</a> a majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the schools Library/Media center. The Library Media Center specialist will be utilized to support K-3 teachers in helping them maintain materials	We are unable to monitor the progress on the extended hours of the Library Media Assist because we did not have one long enough to monitor any specific assessment.	(Negative) Our Library Media Assist quit in September and we were not able to hire another Library Media Assist until towards the end of the year.

		for the classroom, do read alouds with the students and story hour.		
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6. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **family supports**. [SB98 Sec113 (b)(e4A-E)]

Notes: Review Section 2: Literacy Action Plan Components of Literacy Action Plan, Literacy Specific Goal and Metrics  
 Review Section 3: Categories 1-4 of Literacy Action Plan, Category 4: Family Supports for Specific Actions

2021–2022 Category 4: Family Supports	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and supports for pupils and families	As per goal #3, teachers will receive training in trauma informed practices, by June of 2024, we will provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Follow-up training will be provided.	As seen in our <a href="#">root cause analysis</a> , and our <a href="#">needs assessment</a> , a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities. We will have scheduled training with <a href="#">Angela</a>	Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.	(Negative) As referenced in the <a href="#">Literacy Action Plan</a> we were not able to use Angel Byer this past year.  (Positive) We did have the mental health division of Stockton Unified come to Van Buren and trained the teachers on trauma informed practices.

		<a href="#">Byer</a> and <a href="#">restorative practices</a> to help implement, support and monitor trauma-informed practices.		
Provision of mental health resources to support pupil learning	No Action	School counselors.	As referenced in the <a href="#">Literacy Action Plan</a> we do not need to have an action item around the provision of mental health resources as these resources are provided through the district and our school.	No unmet needs were listed in the <a href="#">Literacy Action Plan</a>

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Strategies to implement multi-tiered systems of support and the response to intervention approach	No Action  No action..- After school tutoring.  No action ..- Summer school	Americorp  After School tutoring  Summer School	As referenced in the <a href="#">Literacy Action Plan</a> we do not need to have an action item around the provision of mental health resources as these resources are provided through the district and our school.	No unmet needs were listed in the <a href="#">Literacy Action Plan</a>
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<p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home</p>	<p>No Action - parent coffee hour</p> <p>No action - Parent/teacher conferences</p> <p>no action - Literacy night and parent's PD</p>	<p>parent coffee hour</p> <p>parent - student/teacher conferences</p> <p>parent coffee hour</p>	<p>As referenced in the <a href="#">Literacy Action Plan</a> we do not need to have an action item around the provision of mental health resources as these resources are provided through the district and our school.</p>	<p>No unmet needs were listed in the <a href="#">Literacy Action Plan</a></p>
<p>Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs</p>	<p>No Action - parent coffee hour</p> <p>No action - Parent/teacher conferences</p> <p>no action - Literacy night and parent's PD</p>	<p>parent coffee hour</p> <p>parent - student/teacher conferences</p> <p>parent coffee hour</p>	<p>As referenced in the <a href="#">Literacy Action Plan</a> we do not need to have an action item around the provision of mental health resources as these resources are provided through the district and our school.</p>	<p>No unmet needs were listed in the <a href="#">Literacy Action Plan</a></p>

7. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

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Note: Based on Year 1 implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 implementation

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Select to enter text.	Select to enter text.	As referenced in the <a href="#">Literacy Action Plan</a> our school climate is addressed by our PBIS (Positive Behavioral Interventions and Supports) team. The team holds meetings monthly to plan around relationships, attendance, behavior and the overall school climate.	No unmet needs were listed in the <a href="#">Literacy Action Plan</a>
Social-emotional learning	Select to enter text.	Select to enter text.	As referenced in the <a href="#">Literacy Action Plan</a> our district uses a program called Second Step which is a social and emotional program. It is used by our counselors in the classrooms. We anticipate that <a href="#">Second Step</a> will continue past 2024	No unmet needs were listed in the <a href="#">Literacy Action Plan</a>
Experience of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	As per our <a href="#">Literacy Action Plan</a> . Van Buren School's fundamental root cause analysis shows that our students' lack of	Unmet needs: We determined our site does not have a systematic screening, diagnostic, and monitoring processes



			<p>mastery of the reading foundational skills. We do not have a Tier 2 and tier 3 curriculum provided by our district. The final assessment for <a href="#">iReady Spring 21</a> indicated that we were still performing below grade level in grades K-3. As the data shows Our first grade is 84% below grade level. The second grade is 83% and the third grade is 89% below grade level even though they are being taught with Stockton Unifields adopted curriculum. We do not have Tier 2 and tier 2 curriculum provided by our district.</p> <p>We purchased <i>SIPPS</i> which is taught in groups of students with similar needs, which allows teachers to target exactly what students need to know next.</p> <p>SIPPS has a program-specific placement assessment</p>	<p>in place to ensure students receive timely support when they are not meeting learning goals. - We purchased SIPPS curriculum along with the fluency practice libraries to support the current SIPPS supplemental materials.</p> <p>The teachers had just one training on the SIPPS curriculum. We need to have a follow up training session and also give teachers the ability to watch other teachers in action.</p>
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			that provides the data needed to group students with similar decoding needs. Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching.	Another unmet need for SIPPs is that each teacher needs a specific area to pull their small groups and have their sound cards and other materials already hanging to make teaching SIPPs easier.
Families of pupils below grade-level standard on the ELA content standards	Select to enter text.	Select to enter text.	Our teachers have multiple systems in place for communicating students' progress with families. We have systems like Class Dojo, Remind, Phone class, google classrooms, notes sent home and at home visits. We also have a parent liaison to help communicate and support our families.	Unmet needs: From our <a href="#">Literacy Action Plan</a> we need to have more training for the parents. We would also like our parent liaison to increase her hours so that she can offer more services to families at our school.

8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

Note: Based on Year 1 implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 implementation

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### Implementation Year 1: 2021–22

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2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness																								
<p>Pupil performance data in ELA</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>A district wide program is utilized by students called “ iReady”. We used this screener to measure growth by each student.</p> <p>Fall of 2021 17% of our students in grades K-3 were performing at Grade level. In the Spring of 2022 43% of our students are reading at grade level</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">Fall of 2021</th> <th colspan="2">Spring 2022</th> </tr> </thead> <tbody> <tr> <td colspan="4">Mid or above and Early on grade level</td> </tr> <tr> <td>K</td> <td>17%</td> <td>K</td> <td>63%</td> </tr> <tr> <td>1</td> <td>25%</td> <td>1</td> <td>25%</td> </tr> <tr> <td>2</td> <td>13%</td> <td>2</td> <td>11%</td> </tr> <tr> <td>3</td> <td>13%</td> <td>3</td> <td>30%</td> </tr> </tbody> </table>	Fall of 2021		Spring 2022		Mid or above and Early on grade level				K	17%	K	63%	1	25%	1	25%	2	13%	2	11%	3	13%	3	30%	<p>We use iReady Diagnostic as a screener to identify students that are working below grade level. As you can see from our data, we still have several students that are performing below grade level.</p>
Fall of 2021		Spring 2022																										
Mid or above and Early on grade level																												
K	17%	K	63%																									
1	25%	1	25%																									
2	13%	2	11%																									
3	13%	3	30%																									

			<p>We also had students make their typical growth goal for reading as shown by their <a href="#">iReady diagnostic</a>.</p> <p>Our <a href="#">CORE</a> data could not be used to measure growth because our systems were not set in place and the data collected was inaccurate. Even though we have seen growth in all areas of the assessment, the beginning of the year data might not be as accurate as we like it to be. We will be able to use CORE data next year as we made changes to the system</p>	<p>The district has CORE testing that should also be used to determine the growth of students except this year it did not go as well as they planned. There was not a consistent way to test so the data is not reliable. This has been addressed and will be better going forward.</p>
<p>Data on effective practices <i>(reference previous chart)</i></p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>We purchased SIPPs to provide Tier 2 interventions for all the students in K-3 that are performing below grade level in reading foundational skills.</p> <p>All students in K-3 were tested and placed</p>	<p>Teachers need ongoing support with administering SIPPs. Plus, we did not order the SIPPs libraries until later in the year and the teachers found that this was a necessary addition to their SIPPs materials.</p>

			<p>in SIPPs level groups.</p> <p>Daily schedule for <a href="#">SIPPs/intervention</a> was created</p>	
<p>Data on ineffective practices (reference previous chart)</p>	<p>Select to enter text.</p>	<p>Select to enter text.</p>	<p>Teachers implemented SIPPs to the best of their ability however, we were not able to let any teachers leave the classroom to visit another teacher that was more familiar with SIPPs. We planned on having data talks but due to the lack of substitute teachers we were not able to pull teachers for the discussion of data.</p>	<p>Teachers need ongoing support while implementing the SIPPs curriculum and without having a coach this past year we were not able to give them the support that was necessary. To address this issue this coming year we should have an instructional coach at Van Buren to help encourage teachers to access the learning portal to get the necessary training through the publisher's videos to online training.</p> <p>Teachers did not have the information necessary to set up an area for them to teach SIPPs. They need a section of the classroom, pocket charts, sheet protectors for</p>

			<p>All the K-3 teachers have attended the CORE online Reading Academy (OERA) training. The course was a monthly class.</p>	<p>materials, display area for teaching charts, rings for sight word cards, and other things necessary. This will help them be better prepared when it is time for their small group instruction.</p> <p>We had one teacher not finish the course and then one Kindergarten teacher has retired. So we have a new Kindergarten teacher that will need to take the course.</p>
Equity and performance gaps	Select to enter text.	Select to enter text.	<p>We purchased SIPPs to provide Tier 2 interventions for all the students in K-3 that are performing below grade level in reading foundational skills.</p> <p>All students in K-3 were tested and placed in SIPPs level groups.</p> <p>Daily schedule for <a href="#">SIPPs/intervention</a> was created</p>	<p>Our data shows that we still have performance gaps in all K-3 grade levels. As per our <a href="#">iReady end of year data</a>.</p>

			<p>A district wide program is utilized by students called “ iReady”. We used this screener to measure growth by each student. Our students spend a minimum of 45 minutes per week on the iReady pathway.</p>	<p>Students are given a pathway on the iReady system and it is not proven to increase a students foundational reading skills. They still lack the process of decoding, and phonological awareness.</p>
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9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

Notes: Based root cause and needs assessment results in #7 and #8, identify new action items/changes for Yr 2

All changes or action items should be reflected in the appropriate category in Section 3:1-4 Categories of Literacy Action Plan

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2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal

<p>Access to high-quality instruction</p>	<p>In support of goals 1 and 2 for the years 2021-2022, 2022-2023, and 2023- 2024 we will fund collaboration and release time for the teachers to collaborate around the data, their instruction as well as attend training, lesson studies, etc. as it relates to literacy instruction and achievement. We will use (LETRS, OERS). By 2022 K-3rd teachers will receive training in LETRS and/or OERA as it relates to literacy instruction.</p> <p>For Goal 1 and 2 teachers will be receiving training for OERS. There are 7 modules for each teacher. They are 6 hours long for all 12 staff members.</p>	<p>All K-3 teachers have agreed to take the LETR’s training which will start at the beginning of the 22-23 year. Added 2 additional licenses for administration to also be trained on <a href="#">LETR’s</a>. Admin additional comp LETR’s training will be 16 hours times 2 admin.</p> <p>Admin additional comp for collaboration of literacy practices for 12 hours.</p>	<p>The <i>LETRS</i>® (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. It is a flexible literacy professional learning solution for educators and administrators. <i>LETRS</i> teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.</p>	<p>The <i>LETRS</i>® (Language Essentials for Teachers/Admin of Reading and Spelling) will support our needs <a href="#">assessment</a>. goal for training our teachers with a highly qualified literacy program. This will improve our TK-3 phonemic awareness, phonics, vocabulary and fluency.</p> <p>Admin will be able to support the staff with collaboration after we complete a unit in the LETR’s training.</p>
<p>Support for literacy learning</p>	<p>Goal #1 By June of 2024 we will improve our PLC practices of collection of</p>	<p>Instructional aid additional compensation</p>	<p>In our <a href="#">needs assessment</a> and our Goal #1 we will improve</p>	<p>We will use <a href="#">iReady data</a>, SIPPs and <a href="#">CORE</a> to determine a</p>



	<p>valid, predictive &amp; reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data.</p> <p>Goal 3 - By 2024, we will improve our K-3 knowledge of implementation of trauma, informed practices through Angela Byer training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar.</p>	<p>implementation of literacy reading strategies practices 2 hours a week times 36 weeks.</p> <p>Add an additional instructional aid to work 3.5 hours for the entire 180 days.</p> <p>Bi-lingual aide additional compensation 2 hours times 4 days a week times 36 weeks.</p> <p>Angela Byer was set for the school year 21-22 However, we were not able to complete this due to the fact that we were unable to have teachers leave the classroom because of the teacher shortage.</p>	<p>our TK - 3 data collection of reliable data for literacy such as phonics, phonemic awareness, vocabulary and fluency by administering iReady, CORE multiple measures three times a year to monitor progress. This will be determined by the district's testing schedule. We will also monitor progress with SIPP's and haggerty on an as needed basis as measured by the students assessment.</p> <p>Since we were not able to use Angela Byer as planned we have added her to the 22-23 school year.</p>	<p>schedule for our instructional assistant.</p> <p>We lost our bi-lingual aide at the beginning of the 22-23 year. We were able to hire a new bi-lingual aide and we are adding 2 additional hours to help support students with literacy instruction.</p> <p>Angela Byer training to increase K-3 student access to impactful literacy instruction. This will be measured through our Master PD calendar.</p>
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<p><b>Pupil supports</b></p>	<p>Goal #1 By June of 2024 we will improve our PLC practices of collection of valid, predictive &amp; reliable data related to phonemic awareness, phonics, fluency, and phonological awareness by holding ongoing PD in the PLC (Data Analysis, collaboration) process and implement CORE Multiple Measures or Dibels within our K-3 teachers as measured by our Master calendar and coaching schedule and our end of the year I-Ready Data.</p> <p>To increase student achievement and help all of Van Buren's K-3 learners reach proficiency in reading, we need the following supports to meet our goals: One of which is tutoring based on the K-3 needs of the students</p>	<p>Instead of the Library media clerk getting additional compensation we have changed this to staff for additional 4 hours a week for 33 weeks. Our Instructional assistant will work longer hours 2 hours times 36 weeks to help with teacher support in literacy practices.</p> <p>Added tutoring for additional literacy practice utilizing the SIPPs materials and curriculum. We will have 5 teachers' times 3 hours times 36 weeks.</p> <p>Bi-lingual additional 8 hours a week times 36 weeks</p>	<p>Staff to be determined because our Library Media clerk did not want to work extra hours at this time. We want to keep the library open for students to take advantage of getting more time in the library and we are planning on doing small reading groups.</p> <p>We added hours to the instructional assist to help work small groups with after school tutoring to help the students that are Tier 2.</p> <p>For the upcoming year 22-23 the Stockton Unified School District has changed the bi-lingual assist from a part-time position to a full-time position.</p>	<p>As indicated in our <a href="#">needs assessment</a> we will use <a href="#">iReady data</a>, SIPPs and <a href="#">CORE</a> to determine the students that need additional support.</p>

Family supports	No action - Community assist	No action - Community assist	No action - Community assist	No unmet needs were listed in the <a href="#">Literacy Action Plan</a>
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**NOTE:** At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a nonconsent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]