

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: Mountain Empire Unified School District

Program Lead: Sheri Miller

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Eligible Participating School(s):

1. Potrero Elementary	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

Supporting Agency or Agencies: Early Literacy Support Block Grant Expert Lead in Literacy, Sacramento County Office of Education

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

Potrero Elementary- School Site Council Meeting September 10, 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://www.meusd.org/Departments/Educational-Services/index.html><https://www.meusd.org/Departments/Educational-Services/Early-Literacy-Support-Block-Grant/index.html>

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: Potrero Elementary

Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites: Select to enter text.

Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.

Please enter relevant school sites: Potrero Elementary

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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: Potrero Elementary

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: Potrero Elementary

Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.

Please enter relevant school sites: Potrero Elementary

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: Potrero Elementary

Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Please enter relevant school sites: Select to enter text.

Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

Expanded access to the school library. Students have a weekly visit to the library with their class in grades TK-6. They can check out books to take home for the week.

Please enter relevant school sites: Potrero Elementary

Category 4. Family and community supports, including which of the following:

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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: Potrero Elementary

Development of literacy training and education for parents to help develop a supportive literacy environment in the home. Our Literacy Coordinator hosted parent nights in January and February at Camp Lockett Learning Lab.

Please enter relevant school sites: Potrero Elementary

Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs. Our Literacy Coordinator presented at the DELAC meetings.

Please enter relevant school sites: Potrero Elementary

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?

Our district hired a Literacy Coordinator to oversee the Early Literacy Specialists (TOSAs) at all four elementary sites in the district. The District Literacy Coordinator is also the ELSB Program Lead and has been able to implement key lessons from the ELSB grant work at all elementary sites.

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

The Literacy Coordinator worked with the Early Literacy Specialist and the Literacy Para-Professional at Potrero on a weekly consultation basis. We analyzed student data and created plans and groups for early literacy intervention during our WIN (What I Need) time and the intervention block.

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

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Potrero will retain the Early Literacy Specialist and Literacy Para-Professional to provide intervention for students and peer coaching to teachers. Potrero will continue using the supplemental curriculum (Heggerty, Foundations, Step Up to Writing and Thinking Maps) purchased with ELSB funds along with Amplify mClass for data collection. The Literacy Coordinator will continue to support the Early Literacy Specialist and principal at Potrero. Potrero is participating in the Project Arise grant, encouraged by the district, to help sustain the ELSB work.

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?

Potrero's participation in the ELSB grant has provided several key lessons that can be applied to current and future support at all sites:

Data-Driven Decision Making: We have refined our process for collecting and analyzing data related to literacy performance. We adopted Amplify mClass district wide. The data helps in identifying at-risk students early, progress monitoring, and making informed decisions about interventions and core curriculum.

Professional Development Needs: We have identified the professional development needs of educators to effectively implement literacy support programs. We offered LETRS training to all TK-8 teachers. We provided peer coaching at each site for support in mClass for data collection and implementation of supplemental, foundational skills curriculum.

Effective Interventions: We have identified literacy interventions and strategies that are effective in improving early literacy outcomes. We have hired Early Literacy Specialists/TOSAs at every site to provide early literacy intervention. We have worked with principals to create an intervention block/WIN time at each site. In addition, to the regular school year, we have trained interventionists at all elementary and secondary sites to provide support in our Expanded Learning Summer programs.

Scaling Successful Practices: We have identified successful practices from the Early Literacy Support Block grant work that can be scaled and adapted for broader implementation across all school sites. We have hired a Literacy Coordinator to implement the successful practices across the district.

Continuous Improvement: We understand the importance of continuous improvement in literacy outcomes. Lessons learned from the grant work help in refining strategies over time based on ongoing evaluation and feedback. Our work with the ELSB grant has prompted us to sustain our literacy improvement by joining the San Diego County Office of Education for Project Arise and Texas A&M/West Ed for KATE.

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Overall, our experience with the Early Literacy Support Block grant has provided valuable insights and evidence-based practices that have informed and improved early literacy instruction and support across all school sites in the district.

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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: 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.

Based on the results of our root cause and needs analysis, our big picture goals are: Goal 1: Provide an explicit, systematic foundational reading skills program with fidelity across classrooms in grades K-3; Goal 2: Collect and analyze valid, predictable data; Goal 3: Hire a literacy coach and a bilingual literacy para educator; Goal 4: Provide evidence based professional development in literacy instruction and the use of data to identify and support struggling students.

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

Goal 1: We are in year 3 of implementing Heggerty for Phonemic Awareness, Foundations for Phonics and Step up to Writing for Writing. Our Early Literacy Specialist, along with our district Literacy Coordinator, conducts regular classroom observations to ensure we are using these programs with fidelity and provide training and arrange PD for teachers as needed. Goal 2: We have implemented mClass DIBELS to collect and analyze predictable, valid data. Our teachers have been trained to administer the Benchmark tests 3X per year. Our Early Literacy Specialist progress monitors with DIBELS every 6 weeks and realigns groups as needed. Goal 3: We have retained our Early Literacy Specialist who spends 70% of the time in intervention groups and 30% of the time as an instructional coach. We have retained our bilingual para educator to instruct intervention groups 6 hours per day. Goal 4: We offered LETRS training to all staff members, including para-professionals. Some teachers who received the training, transferred to other schools but 14 remaining staff members have completed Vol. 1 and Vol. 2 of LETRS. Potrero started the Project Arise grant in 23/24 and completed additional PD on Executive Functions.

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

We are using mClass DIBELS as a Universal Screener and to measure progress towards our literacy goals. I have attached the mClass report for 2023/24 BOY, MOY and EOY in grades K-3 comparing district scores to Potrero Elementary scores.

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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	DIBELS	22
First Grade	DIBELS	57
Second Grade	DIBELS	54
Third Grade	DIBELS	40

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.

All grade levels K-3 have improved in their Foundational Reading Skills. The following percentages are based on the DIBELS Composite scores in comparing Beginning of Year (BOY) to End of Year (EOY). K- BOY 9% proficient EOY 22% proficient or above First- BOY 23% proficient EOY 57% proficient or above Second- BOY 53% proficient EOY 54% proficient or above Third- BOY 35% proficient EOY 40% proficient or above. While every grade improved, a significant number of students are still below grade level. We further analyzed the data and noted the Newcomers who started at Potrero after BOY testing who were Level 1 on the ELPAC. This resulted in an increase in students Well Below Benchmark at each grade level, specifically affecting Kindergarten and Third grade.

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

The most notable change has been in our staff capacity in the understanding of the Science of Reading and the necessary components in teaching foundational reading skills to all learners, specifically English Learners. We provided LETRS training along with CORE OERA during the first two years. Currently Potrero is taking part in Project Arise through SDCOE to help sustain the work. The staff has a strong understanding of foundational skills in English but Potrero is a dual immersion school and will focus on building the necessary skills in both languages.

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

Potrero has successfully implemented an English foundational skills program to supplement the adopted ELA curriculum (Wonders). They will continue with that work building upon the staff and curriculum established through the ELSB grant. In an effort to sustain and improve during the 2024/25 school year, they will focus on improving their Dual Language Instruction. They have already partnered with Project

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Arise and the San Diego County Office of Education to restructure their Dual Language Program to better meet the needs of Potrero's unique student population.

Comparing Populations: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: 4 Grades District: MOUNTAIN EMPIRE UNIF School District School: Potrero Elementary	School Year: 2023-2024 Period: All Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels

School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
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↳ MOUNTAIN EMPIRE UNIF School District

Current as of 07/21/2024

Grade K	Reference Data	Reference Point: District
Grade K	23-24 BOY	81(60%) 25(18%) 18(13%) 12(9%) 136
	23-24 MOY	57(42%) 24(18%) 32(24%) 22(16%) 135
	23-24 EOY	46(33%) 22(16%) 42(31%) 27(20%) 137
Potrero Elementary	23-24 BOY	24(75%) 5(16%) 1(3%) 2(6%) 32
	23-24 MOY	20(61%) 5(15%) 5(15%) 3(9%) 33
	23-24 EOY	20(56%) 8(22%) 5(14%) 3(8%) 36
Grade 1	Reference Data	Reference Point: District
Grade 1	23-24 BOY	89(55%) 32(20%) 30(18%) 12(7%) 163
	23-24 MOY	62(38%) 20(13%) 49(31%) 29(18%) 160
	23-24 EOY	40(26%) 24(15%) 49(31%) 43(28%) 156
Potrero Elementary	23-24 BOY	25(57%) 9(20%) 8(18%) 2(5%) 44
	23-24 MOY	21(47%) 3(7%) 17(39%) 3(7%) 44
	23-24 EOY	11(26%) 7(17%) 13(31%) 11(26%) 42
Grade 2	Reference Data	Reference Point: District
Grade 2	23-24 BOY	39(28%) 32(23%) 43(32%) 23(17%) 137
	23-24 MOY	37(28%) 20(15%) 46(34%) 30(23%) 133
	23-24 EOY	38(29%) 17(13%) 47(36%) 28(22%) 130
Potrero Elementary	23-24 BOY	9(28%) 6(19%) 11(34%) 6(19%) 32
	23-24 MOY	10(30%) 4(12%) 12(37%) 7(21%) 33
	23-24 EOY	12(37%) 3(9%) 10(30%) 8(24%) 33

Grade 3	Reference Data Reference Point: District			
	23-24 BOY		157	
	23-24 MOY		160	
	23-24 EOY		155	
Potrero Elementary	23-24 BOY		40	
	23-24 MOY		44	
	23-24 EOY		42	