



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: September 2, 2021

Subject: Early Literacy Support Block (ELSB) Grant Literacy Action Plans and Budget Expenditure Report

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Curriculum & Instruction: Academic Office

Recommendation: Approval of the four ELSB Literacy Action Plans submitted by A.M. Winn Waldorf-Inspired Elementary, Ethel I. Baker Elementary, John D. Sloat Elementary, and John H. Still Schools. Approval of the Four Site ELSB Budget Form.

Background/Rationale: The California Department of Education (CDE) Early Literacy Support Block (ELSB) Grant team has notified SCUSD of the conditional approval of the Literacy Action Plan (LAP) and Proposed Budget for A.M. Winn Waldorf-Inspired Elementary, Ethel I. Baker Elementary, John D. Sloat Elementary, and John H. Still. Stakeholders from each schools have already approved these Literacy Action Plans and ELSB Budget Forms. ELSB Grant outcomes include Advance literacy skills of students to ensure that every student will perform at grade level in reading by the end of the third grade.

Financial Considerations: See attached

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. AM Winn Waldorf-Inspired Literacy Action Plan
3. Ethel I. Baker Literacy Action Plan
4. John D. Sloat Literacy Action Plan
5. John H. Still Literacy Action Plan
6. SCUSD 4 Sites ELSB Budget Form

7. Sacramento City Unified ELSB Allocation Summary.pdf
8. ELSB Letter to Sacramento City LAP Conditional Pending Board Approval.pdf

<p>Estimated Time of Presentation: 15 Minutes</p> <p>Submitted by: Jeannette Schroeder, ELSB Grant Lead/ ELA Coordinator</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>
--

Board of Education Executive Summary

Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4
School Budget Form
September 2, 2021



I. OVERVIEW / HISTORY

The Early Literacy Block (ELSB) Grant Program requires the California Department of Education (CDE) to award funds to local educational agencies (LEAs) with the 75 California schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the State Summative English Language Arts (ELA) assessments. The four schools in Sacramento City that have been awarded this grant are AM Winn, Ethel I. Baker, John D. Sloat, and John H. Still, impacting 289 students, grades transition kindergarten through third grade. Expert leads in literacy, Sacramento County Office of Education (SCOE) and CORE's Pivot Learning have supported LEAs to achieve the goal to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades TK/K-3, ultimately resulting in improved student outcomes.

II. DRIVING GOVERNANCE

The California Department of Education (CDE) Early Literacy Support Block (ELSB) Grant team is pleased to notify SCUSD of the conditional approval of the Literacy Action Plan (LAP) and Proposed Budget for A.M. Winn Waldorf-Inspired, Ethel I. Baker Elementary, John D. Sloat Elementary, and John H. Still. Please refer to the following attachments for additional information:

1. Conditionally Approved LAPs – *requires local governing Board approval*
2. Conditionally Approved Budget Form – *requires local governing Board approval*
3. Conditional Approval Letter – *requires your follow-up confirmation and signature*

III. BUDGET

SCUSD's allocation for the ELSB Grant totals \$3,093,976.00 for fiscal years 2021-2024.

IV. GOALS, OBJECTIVES, AND MEASURES

ELSB Grant Outcomes:

- Advance literacy skills of students to ensure that every student will perform at grade level in reading by the end of the third grade
- Increase access to high-quality literacy teaching, including using researched based assessments to drive literacy supports
- Increase pupil supports, such as expanded learning programs, extend school day, expanded access to the school library
- Increase family and community support, such as literacy education training for families, mental health resources to support pupil learning, and trauma-informed practices and support for pupils and families.

Board of Education Executive Summary

Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4
School Budget Form
September 2, 20021



Strategies Listed in ELSB Action Plans to Achieve Outcomes:

Strategies listed below are a few examples of how schools will use grant funds to meet the goals in their 3-year action plan.

- Purchase literacy curriculum resources, such as SIPPS, including professional development for staff on effective use of these materials.
- Use diagnostic assessment instruments, like DIBELS, to help assess pupil needs, including professional development on effective use of the assessment instruments.
- Evidence-based PL pertaining to the implementation of the English Language Arts/English Language Development Framework (ELA/ELD Framework)
- Hiring of literacy coaches/consultancy support from outside agencies such as SCOE to build teacher capacity in effective literacy teaching and learning
- Extending school day to enable implementation of tutoring in the classroom before/after school.
- 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 using home visits.
- Implementation of a multi-tiered system of support and the response to intervention approach.
- Hiring librarians to expand literacy instruction.
- Develop literacy training and education for parents to help develop a supportive literacy environment in the home.

Annual Reporting:

Each LEA must provide an annual report to the CDE on the achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan. The annual report shall include a summary of activities that identifies both individual and collective contributions.

An annual report that describes eligible school site achievement towards the actions and goals described and an assessment of progress made on the metrics identified in the literacy action plan.

The annual report shall include a summary of activities that identifies both individual and collective contributions including, but not limited to, access to high-quality teaching, support for literacy learning, pupil supports, and family and community supports.

Board of Education Executive Summary

Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4
School Budget Form
September 2, 20021



V. MAJOR INITIATIVES

Eligible sites were required to form a leadership team to execute tasks for phase one of the three-year grant. Leadership teams included teachers from various grade levels with TK-Third Grade, training specialists, site administrators, reading intervention teachers, and other support staff.

Expert leads, SCOE and Pivot/CORE provided expertise and high-quality professional learning to support leadership teams in:

- Accessing expertise and high-quality professional learning resources to gain familiarity with the research base related to early literacy success
- Professional learning focused on evidence-based reading instruction and assessment
- Experiencing a step-by-step process from current reality to plan approval by ELSB Grant Committee and California Department of Education
- Support with identifying the key data to use in the root cause analysis and needs assessment
- Structured opportunities to reflect on current literacy instruction, performing a literacy root cause analysis, completing a literacy needs assessment, and developed Literacy Action Plan
- Ongoing support and feedback aligned to rubric and Literacy Action Plan template
- Support with involving stakeholder groups to provide feedback throughout the process

VI. RESULTS

Upon notification of local board approval, the CDE will provide final approval and initiate the process to disseminate the Implementation Year 1 funding for planned activities in 2021–22.

VII. LESSONS LEARNED / NEXT STEPS

Key dates for this process include:

Board of Education Executive Summary

Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4
School Budget Form
September 2, 20021



Year 1 Planning Phase *12/2020 - 6/2021*

- Grant Orientation
- Professional Learning Series and Technical Assistance
 - Evidence-based Reading Instruction and Assessment
 - Root Cause
 - Literacy Needs Assessment
 - Literacy Action Plan
- Plans Due to CDE/SCOE/5/30
- Literacy Action Plans approved by SCOE/Pivot/CORE, CDE, and LEA Board

Year 2 Build a Strong Foundation *7/2021-6/2022*

- Implement action plan goals for year 1
- Technical assistance for plan implementation
- CORE's Online Elementary Reading Academy (Cohort 1)
- CORE's Reading Fundamentals for Administrators
- CORE's Reading Leader Institute (Part 1)
- Coach Network
- Regional Professional Learning Networks
- Statewide Community of Practice
- Statewide Literacy Conference

Year 3-4 Deepen the Implementation *7/2022-6/2024*

- Sustain work from years 1 and 2 of the grant while implementing remainder of action plan goals
- Technical assistance for plan implementation
- CORE's Online Elementary Reading Academy (Cohort 2)
- CORE's Reading Leader Institute (Part 2)
- Coach Network
- Regional Professional Learning Networks
- Statewide Community of Practice
- Statewide Literacy Conference

Board of Education Executive Summary
Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4
School Budget Form
September 2, 20021



Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day

- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

**Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE**

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

LEA/District: Sacramento City Unified School District

LEA/District Contact/Project Director: Jeannette Shroeder

Site(s): AM Winn Waldorf

Site Administrator(s): Nisha Turturici

Early Literacy Team Member	Role (Include title and/or grade level)
Taylor Cavin	SpEd Teacher (Grades 1-3)

Rhoda Cortez	Gen Ed Teacher (Grades 1-3)
Sarah Sullivan	Gen Ed Teacher (Grades 1-3)
Nisha Turturici	Principal

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required)			
(Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	<p>AM Winn, in conjunction with its partner SCUSD public waldorf school, has adopted the following Waldorf Curriculum per 2019/20 School Board approval: https://drive.google.com/drive/folders/1UBt18NHGy9pDCuGOJ0IIJafQgwukfNgn?usp=sharing</p> <p><u>Current Site/LEA ELA/ELD Instructional Plan:</u> At AM Winn, our district’s focus of “providing opportunities for everyone to learn, grow and reach their greatness” is a companion to the Waldorf objective of “...preparing children for meaningful lives in the broadest sense” (<i>Stanford Center for Opportunity Policy in Education/SCOPE</i>).</p> <p>In all grades, thematic instruction (main lesson subjects) helps students focus on and connect various</p>	<p><u>Grade Level Assessments:</u></p> <ul style="list-style-type: none"> - Basic Phonics Skills Test (BPST) III - San Diego Quick (1-3) - Listening Comprehension - Sitton High Frequency Word List

		skills to a central theme. Listening, speaking, writing and reading are all developed in the course of a balanced main lesson. Fairy tales and nature stories are used to introduce the pictorial and phonetic qualities of letters. Reading is approached through writing. By third grade, language skills include reading, spelling, writing original compositions, grammar, punctuation and parts of speech.	
	Language Comprehension	Comprehension is assessed by retelling, drawing, sculpting, enacting and otherwise sharing the content of the reading. Students integrate advanced language in songs, puppet plays, role-play, and group recitation.	see link above
	English Language Development	In the lower classes, students develop oral language by memorizing and reciting poems and stories rich in new vocabulary. Shared reading occurs daily in kindergarten through second grade, while small group or independent reading occurs daily in grades 2-3.	See link above
Tier 2: Targeted, Supplemental Supports		Students who are not making adequate progress in the general education classroom with Tier 1 instruction are provided with additional, increasingly intensive instruction that is matched to their needs as determined by their levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings concurrently with the Tier 1 instruction in the general curriculum.	Currently there are no targeted supplemental assessments being used by staff.
		Frequently, Tier 2 supports are developed in collaboration with the principal, teacher, and student's parents in a Student Support Team towards academic progress. Tier 2 interventions may include referrals for special services for	

		mental health, trauma intervention, or even an in house speech and language development screening. A behavior support plan may also be used as a tool to help form new learning patterns.	
Tier 3: Intensive, Individualized Supports		A follow up SST meeting, held approximately 2 months later, which includes sharing successes at home and in the classroom and identifying outstanding areas of need. At this juncture, Student Support Team participants collaboratively decide if a further diagnosis of a student is needed with the support Special Education team.	An individualized learning plan and full assessment for the student will begin.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT</p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>In order to gather stakeholder input, the early literacy team presented an overview of the grant needs to the faculty on 4/19/21. We achieved consensus on utilizing the BPST assessment to gather information about student progress in phonemic and phonics progress in grades k-3. In a follow up lower grades segment meeting, teachers reviewed assessment instructions and best implementation practices.</p> <p>Am Winn’s School Site Council agendas covered the early literacy team’s work, our Needs Assessment and our Problem Statement.</p> <p>Information about our draft plan was shared with the Guild (Waldorf-PTO) under the title “Principal’s Report.”</p>	<p>AM Winn Staff Meeting Agendas</p> <p>Winn Community Guild Meeting Notes https://drive.google.com/drive/folders/1QyuQVYX5eOaQ53AkH2g5LEVOXALNA5f-?usp=sharing</p> <p>School Site Council Notes</p>

1.2 ROOT CAUSE ANALYSIS

The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.

Literacy stakeholders individually identified and collaboratively shared problem statements. These were collected and gathered into a Driver (fishbone) diagram. Based on our review of qualitative and quantitative evidence, data was used to list multiple causes that may contribute to identified problems or issues.

Our [root cause analysis](#) found that despite having a collaborative culture among teachers sharing best practices in the advancement of literacy, there is a lack of explicit instruction and **response to intervention** (1) within the area of literacy in the grades, inconsistent foundational skills **assessments** (2), and less than desirable results reported in our **school culture and climate** (3) participation amongst our underserved populations.

Due to the lack of proactive, systematic intervention in our curriculum (i.e. **Response to Intervention**), students run the risk of falling behind in reading without an explicit multi-tiered intervention approach that would allow for the early identification and support of students with additional learning needs. Kindergarten through third grade students at A.M. Winn face the challenge of being prepared for the intermediate grades, specifically in English Language Arts, due to the large number of students within 3rd grade who are not on grade level, (36 students= 90%) according to the 2018-19 Smarter Balanced Assessment. Specifically, 93% of all 3rd grade students struggle with reading (SBAC).

AM Winn has not fully implemented a consistent, uniformed approach to **assessments**. Although teachers receive the same developmental Waldorf training to

[AM WINN faculty meeting dates](#)

[AM WINN ELSB fishbone with centrics](#)

[AM Winn Root Cause Analysis](#)

[May 2021 AM WINN Parent Survey Comments](#)

[Climate Survey Pie Chart Summary](#)

	<p>provide consistency between grade level partners, teachers still require the continuity of having a clearly defined scope and sequence and reporting system. During our Root Cause analysis, we reviewed the available literacy outcomes and found our reporting to be inconsistent. In order to achieve this goal of improved reading outcomes, we must develop instructional guidelines and clear recognition of our scope and sequence to support our overall Waldorf literacy program. Staff need further professional development alongside the support of a reading coach to build knowledge on how to integrate and utilize assessments within the Waldorf curriculum.</p> <p>According to our recent School Climate Survey, 2% of returned surveys marked that AM WInn does not offer children a high quality instructional program. Among the returned surveys, only half represented our underserved populations. Although our Student Climate results showed positive connections between students and staff, students do not feel effective with their learning. Addressing this is part of a school-wide effort to support a positive school environment and build academic confidence amongst our students. School-wide professional development is needed to create a systematic approach to trauma-informed instruction, which will allow students to build literacy skills, competency and confidence in our kindergarten through third grade classrooms.</p>	
<p>1.3 NEEDS ASSESSMENT The root cause analysis and needs</p>	<p>In order to identify clear strategies for addressing the problem of too few students reading fluently and with comprehension</p>	<p>Links: Needs Assessment:</p>

assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.

by the end of their grade, we performed a [needs assessment](#) (see SMARTe Goals Template).

[SMARTe goal #1](#): aims to implement a, **Response to Intervention**, a proactive approach to measuring students' literacy skills. Currently, our class teachers are teaching reading & writing using a Waldorf approach, based on the age of the children. SIPPS can be the decoding module, embedded in our current Waldorf teaching methods. In order to achieve this goal of improved reading outcomes, we will embed the SIPPS program, a systematic decoding program that helps developing and struggling readers, into our district adopted Waldorf curriculum. Kindergarten and all [looping](#) grades teachers can provide instruction based on student needs from kindergartners through fourth-graders and as an intervention program in grades 1-8. Teacher training is imperative because we cannot rely on external support to be funded every single year. In order for our teachers to be successful teaching SIPPS, training and mentoring of class teachers will be a priority.

[SMARTe goal #2](#): addresses the need for valid, predictive, and reliable data. In order to support this goal, we will be acquiring a .5 time EL/ELD training specialist to assist in administering **assessments and analyzing data**. We will be using minimum days for administering and analyzing data and incorporating staff training at the beginning of the year. We will be implementing the PASS, BPST III, San Diego Quick and DIBELS assessments triannually, inputting the data in shared Google Gradebooks and analyzing the data throughout the year.

- PASS (kindergarten)
- BPST (1-3)
- San Diego Quick (1+)
- DIBELS Word Reading Fluency (1-3)
- DIBELS Oral Reading Fluency (1-3)

We will continue to administer Smarter Balanced assessments yearly in grades 3+ and analyze student performance through the years.

[Smarte Goals Template](#)

[English Language Learner Proficiency](#)

[Waldorf assessment data in grades 1-3](#)

[SBAC assessment data in grade 3](#)

SMARTe goal #3 In an effort to further strengthen AM Winn’s **school culture and climate**, we must widen the breadth and depth of professional development in the areas of trauma informed practices, equity and collaborative PDSA cycles through ongoing staff development. One strength at AM Winn is our ongoing collaborative working environment with staff that have a growth mindset. Therefore, the emphasis on strengthening that environment and training staff on how to reach our most vulnerable youth will help to develop school culture for long-term literacy success.

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved” <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
Example: <i>Provide explicit, systematic phonics instruction</i>	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	<i>Screening data shows low student performance.</i> <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<ul style="list-style-type: none"> • <i>By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions</i> • <i>By the first month of school, groups formed based on placement data</i> 	<ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>Placement assessment data</i> • <i>SIPPS Mastery test data</i> • <i>Classroom implementation observation data</i>
Example:	Example:	Example: <i>Screening data revealed low student</i>	Example: <ul style="list-style-type: none"> • <i>By August 2022 (Year 3),</i> 	Example: <ul style="list-style-type: none"> • <i>PD Plan</i>

<p>Provide explicit, academic vocabulary instruction.</p>	<p>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</p>	<p>scores in vocabulary across K–3.</p> <p>[Insert Link] Link to needs assessment and root cause analysis</p>	<p>purchase Academic Vocabulary Toolkit</p> <ul style="list-style-type: none"> By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions 	<ul style="list-style-type: none"> Invoices iReady diagnostic data Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) ELPAC data
<p>1. We will develop and implement AM Winn’s Response to Intervention proactive approach to measure student literacy skills and immediately address gaps in foundational literacy in the primary grades.</p>	<p>Our Root Cause Analysis revealed a lack in the consistency of systematic phonics instruction, particularly in the area of assessment, across grades k-3. We realize that in order to improve students’ reading ability when they are reading below grade level, teachers must provide interventions that work effectively to close the achievement gap. The Systematic Instruction in Phonological awareness Phonics, and Sight words (SIPPS) program focuses on the word recognition strategies and skills necessary for developing comprehension strategies.</p>	<p>Screening data revealed low student performance in recognition of letter sounds, specific phonics patterns, and the blending of single syllable and polysyllabic words out of context.</p> <p>Please see our Root Cause Analysis for further discussion of low overall literacy outcomes amongst our lower grade students.</p>	<p><u>Overarching SMARTe Goal:</u> We will improve in Response to Intervention practices (RTI) in the area of student literacy by utilizing data from adopted Waldorf assessments (PASS, BPST, SDQuick, Dibels) as well as SIPPS Mastery test data to identify current levels of student achievement in order to differentiate instruction for accelerated learning by the end of each academic year.</p> <ul style="list-style-type: none"> Due to Waldorf looping, every class teacher will need initial and ongoing professional development in order to implement the SIPPS reading program. (see hyperlink for Waldorf looping model: For example, current eighth grade teacher for 2021-2022 will teach new cohort of students beginning with first grade in the year 2022-2023) By August 2021 (Year 2), purchase SIPPS for year 2 implementation. By September 	<p>Progress will be measured by:</p> <ul style="list-style-type: none"> PD Plan Invoices Waldorf assessment data SIPPS Mastery test data Classroom implementation observation data <p>A one-on-one diagnostic placement test determines each student’s point of need and helps the teacher form small, skill-based groups.</p> <p>Mastery tests occur in regular increments depending on the SIPPS level (approximately every 5–10 lessons) to determine whether the teaching pace is appropriate for the group and whether individuals need extra practice.</p> <p>The goal is for students to show mastery of the skills on the mastery tests, which generally cover phonics patterns and sight words that have</p>

			<p>2021, begin initial training for all K–3 and support staff, and provide monthly follow up sessions.</p> <ul style="list-style-type: none"> • During the first month of school, student groups will be formed based on placement data. • By August 2022 (Year 3), we will have had one year of training and implementation of our SIPPS program. With our knowledge and experience, we will be able to review all school data by the 3rd week of school. In the first two weeks of the year, we will assess all first graders and new students. For students in grades 2nd-5th we will use the data from the previous year's 3rd trimester. We will review this data as a team to identify students needing reading intervention. 	<p>been taught and reviewed for at least two lessons before the test.</p>
<p>2. We will improve our collection and strategic use of valid, predictive and reliable literacy assessment data by administering and analyzing PASS, BPST, San Diego Quick and DIBELS data three times a year.</p>	<p>Our <u>Root Cause Analysis</u> revealed a lack of consistency of systematic phonics instruction, particularly in the area of assessment, across grades k-3.</p> <p>In a Waldorf elementary school,</p>	<p>The spring 2021 <u>Faculty Survey</u> revealed 28.5% of teachers felt somewhat, little or not prepared to teach the grade level/curriculum when hired. This indicates a need for professional development and literacy spans across every grade</p>	<p><u>Overarching SMARTe Goal:</u> We will improve in our collection and strategic use of valid, predictive and reliable literacy data by administering and analyzing k-3 PASS, BPST, San Diego Quick, and DIBELS data three times a year as</p>	<p>Student performance data constitutes the most critical information that drives planning for literacy improvement. Our comprehensive assessment plan</p>

	<p>there is no packaged “core curriculum” used to teach reading. Teachers attend summer training to understand the Waldorf scope & sequence for their upcoming grade-level in the looping cycle. Teachers take this information and tailor their year of lessons to the students in their classrooms. Because of the freedom and creativity that each Waldorf teacher has, learning can look different from classroom to classroom. This is quite purposeful in Waldorf education. While we do not want to change the way our Waldorf teachers are teaching literacy, we do want to streamline assessments to ensure all skills are being taught and children who need extra support are being supported. We want to achieve this through our first SMARTe goal of implementing RTI through the use of SIPPS.</p>	<p>level.</p>	<p>measured in Google assessment gradebooks by data review trimester schedules and EOY results.</p> <ul style="list-style-type: none"> • By August 2021, finalize a site assessment calendar that includes dates of administration for BPST, San Diego Quick and DIBELS. • By June 2022 BPST, San Diego Quick and DIBELS will have been administered three times and grade spans will have had time to analyze and make plans based on data. 	<p>has both screening and progress monitoring. Our plan specifically indicates what types of student performance data are being collected and how the data will be used. The metrics to measure progress are :</p> <p>PASS (kindergarten) BPST (1-3) San Diego Quick (1+) DIBELS Word Reading Fluency (1-3) DIBELS Oral Reading Fluency (1-3)</p> <p>Intervals for assessment are: first trimester, second trimester, & third trimester. After each interval of assessment, the literacy action team will collect data to monitor success, including the effectiveness of specific literacy interventions. The team will identify where students are related to very specific skills and assess how effective instruction has been.</p> <p>The measurement of effectiveness of teacher training will be seen in an increase in reading test scores in grades 1-3.</p>
<p>3. We will strengthen AM Winn’s culture and climate by strengthening staff knowledge and</p>	<p>As measured by staff surveys, our grant writing team has identified that staff need both specific training and</p>	<p>Faculty surveys included overwhelming feedback requesting additional training and collaborative</p>	<p><u>Overarching SMARTe Goal:</u> We will improve AM Winn’s culture and climate through building staff</p>	<p>Increase the percentage of on grade level English Language Learners in reading in grade 1-3 from 28% to</p>

<p>skills for teaching literacy to our underserved populations by engaging in professional development within and across-grade level PLCs.</p>	<p>supportive professional development to improve upon our methods of teaching and learning at our school. As we develop our response to intervention model and further define our scope and sequence, teachers will need training on parts of these instructional plans where no training has previously been provided. In order for us to achieve this, teachers will need ongoing opportunities for collaboration through a Planned Learning Community (PLC) structure so that they can address students' needs while also building capacity for effective literacy.</p> <p>We must implement our second SMARTe goal, providing professional development for SIPPS to class teachers who are or will be looping into teaching grades k-3.</p> <p>Teacher training is imperative because SIPPS, using an RTI approach to teaching, will be new to most teachers at A.M. Winn.</p> <p>According to school climate results, students in underserved populations feel less effective in their learning. Implementing staff training for trauma informed teaching, increasing equity training and maximizing collaborative structures</p>	<p>time to support reading skills and also a need for increased consistency of practice across grade levels.</p> <p>Our Root cause analysis and needs assessment show teachers need support in the area of literacy, to build background knowledge and vocabulary development, for all of our students, but additional training trauma informed and equity practices to support our underserved populations.</p>	<p>knowledge and skills for teaching literacy and utilizing trauma informed and equity practices by engaging in professional development with and across grade level PLCs as measured by participation in site professional development, SIPPS training, grade-level/grade-span PLC notes and progress monitoring data, and coaching observation notes by EOY 2021-2022.</p> <ul style="list-style-type: none"> • <i>By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 (looping) and support staff, and provide monthly follow up sessions.</i> 	<p>60% as shown by August 2023 state assessment results.</p> <p>Increase the percentage of school Climate Survey participation amongst EL families from 8% to 50% as measured by Spring 2021 Climate Survey results</p> <p>:</p> <ul style="list-style-type: none"> • PD Plan • Invoices • Waldorf assessment data • SIPPS Mastery test data • Classroom implementation observation data
--	--	--	--	---

will make cross grade instruction more cohesive and supportive for ALL learners.

2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
<p>3.1a SUPPORT PERSONNEL 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>Instructional aides to provide support to struggling pupils.</p>	<p>Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i></p> <p>By August 2021, utilize SCUSD EL/ELA training specialist to support developing work recognition scope and sequence and instructional guidelines for using SIPP strategies within our Waldorf curriculum.</p>	<p>Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p> <p><i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i></p> <p>As seen in our screening data, our root cause analysis, and our needs assessment, increasing student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p>	<p>The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p> <p>Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i></p> <p>Students will begin testing in phonological awareness in kindergarten. Many first through third grade students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data.</p>

<p>We plan to hire up to 3 instructional aides to provide support for class teachers while teaching and assessing literacy skills.</p> <p>Funding will also be needed to hire substitute teachers for in-house assessment days so that teachers can administer tests.</p> <p>Our literacy action plan also includes training teachers how to use SIPPS, a research-based foundational skills program, in order to build skills and confidence for fluent, independent reading.</p>	<p>This individual will also support administering assessments, support data analysis in grade-spans and provide coaching cycles with teachers.</p> <p>In support of Goals 1, 2 & 3, by September 2021, hire 3 instructional aides to provide class teacher support for teaching literacy in grades k-3, and focusing on foundational reading skills using the SIPPS curriculum.</p>	<p>We plan to use our resources to train class teachers who will remain at A.M. Winn in the long term, looping with students from grade to grade, rather than hire an additional coach who may not remain at our school site longer than grant money allows.</p>	<p>Our plan includes annual consulting site visits from SIPPS trainers, or SCUSD ELA/EL training specialist equivalent, for follow up training to ensure fidelity and to troubleshoot any concerns.</p> <p>After teachers are trained, in year two, hire SIPPAs trained reading aides.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i></p> <p><i>Or [Insert Link] Link to needs assessment indicating not a priority</i></p>	<p>Example (rationale): <i>Our school is currently implementing 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.</i></p>

Action Items

- By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.
- By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.
- By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.

As part of Goal #3: Strengthen Climate and Culture, All teachers will complete professional development pertaining to equity practices, trauma informed instruction and participation in the Home Visit professional development offered in our district in order to build relationships with students and their families **not funded through the ELSB grant.**

[Survey: Equity & Trauma Informed Practices Need for PD](#)

[Mindset Shifts and Parent Teacher Home Visits](#)

[Student Outcomes and Parent Teacher Home Visits](#)

Culturally responsive reading practices are essential to augment the evidence-based practices that have mainly been researched on native English speakers.

Our specific plan to provide a culturally responsive curriculum and instruction includes implementing SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in the lower grades, strengthening our school climate and culture through professional development focussing on equity, trauma informed practices and building school to home collaboration.

Explicitly connecting instruction with home and community practices, understanding students' learning styles, and developing opportunities for interactive teaching.

Affirming the use of students' rich cultural and linguistic capital in materials and reading passages requires that teachers know how to skillfully draw upon this knowledge.

	<p>Addressing this is part of a school-wide effort to support a positive school environment and build academic confidence amongst our students. School-wide professional development is needed to create a systematic approach to trauma-informed instruction, which will allow students to build literacy skills, competency and confidence in the primary grades.</p> <p>Utilize EPOCH modules to discuss diversity, equity and inclusion.</p>		
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>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.</p>	<p>Our plan begins with providing professional development for implementing research-based, best practices for teaching a balanced reading & writing program for grades k-3.</p> <p>In support of Goal 1 & 3, staff (K-3 looping teachers and aides) will attend professional development for the SIPPS program before the start of the 2021-2022 school year (and again before the 2022-2023 school year).</p> <p>In support of Goals 1, 2 & 3, staff (K-3 looping teachers and aides) will attend professional development for the common assessments before the start of the 2021-2022 school year (and again before 2022-2023 school year)</p>	<p>Our <u>root cause analysis</u> revealed that teachers' knowledge around foundational reading skills needs development. This training will be specific to foundation reading within a Waldorf program.</p>	<p>The strength of developing a common scope and sequence following clearly identified instructional guidelines for literacy instruction will rely on teachers building RTI content knowledge. Specifically, how to use a program, like SIPPS, to address struggling student needs. We need to build capacity for literacy instruction so that teachers can effectively respond to student need. This will lead to improved literacy outcomes as teachers will be able to use this learning beyond the life of the grant.</p>

<p>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>	<p>Utilize consultant and/or ELA/EL District Literacy coach to deliver SIPPS PD.</p>	<p>Given that we are the only Waldorf school in our district participating in the ELSB grant, we want additional support in managing this change process. Our <u>needs assessment</u> revealed that we will need ongoing support in developing our sites Waldorf specific literacy scope and sequence.</p>	<p>The beginning of our action plan will require us to develop a clear scope and sequence and initial guidelines for instruction at the same time as teachers are undergoing SIPPS training. Bringing in a highly trained SCUSD Literacy Coach to support us in making sure initial plans are realistic and sound.</p>
	<p>In support of Goal 3, Primary teachers participate in a culturally responsive teaching self-assessment initially at the beginning of the 2021-22 school year and again at the end of the same school year, as a post-survey. The post-self survey will again be implemented at the end of the 2022-23 school year with results compared with student literacy outcomes. This will better inform teaching in K-3, and support all learners, including English Learners, as identified in SMARTe goal 3, “improve AM Winn culture and climate...”</p>	<p><u>Culturally Responsive Teaching Survey</u></p>	<p>Through Goal 3’s professional development, teachers will build staff knowledge and skills for teaching literacy, and strengthen trauma informed practices across grade level PLCs, which will reach our most vulnerable youth and help to develop school culture for long-term literacy success.</p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
------------------------	----------------	----------	-----------------------

	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<p>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</p> <p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plans as well as cycles of improvement. By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. <p>Example (action item):</p> <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By the end of Year 2, May 2022, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By the end of Year 2, May 2022, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Example (action item):</p> <p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p> <p>Example (action item):</p> <p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation</p>	<p>Example (action item):</p> <p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p> <p>Example (action item):</p> <p>Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation</p>

		and ongoing use of the Academic Vocabulary Toolkit.	and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.
	<ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement. By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	AM WINN ELSB fishbone with centrics AM Winn Root Cause Analysis English Language Learner Proficiency Waldorf assessment data in grades 1-3 SBAC assessment data in grade 3	<p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, and quality implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	<p>Example (rationale): No action</p> <p>SIPPS K-3 Placement Assessment Being a Reader small group placement assessments</p>	<p>Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p> <p>Or, [Insert Link] link to needs assessment indicating not a priority.</p> <p>Teacher Survey Feedback: indicated that staff will need training in SIPPS, as they are not currently trained in this program.</p>	<p>Example (rationale): 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>In order to gather valid, reliable data, we need to make sure that our team is administering assessments correctly and consistently. Our teachers will need to learn how to analyze and strategically use the data.</p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	No action	AM Winn has the ASES program with provides free after school support.	<i>Our current after school program provides a lot of opportunity for students to access expanded learning opportunities. We will collaborate with the ASES program.</i>
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our school is currently implementing 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.</i>
	No action in the context of the ELSB grant. A M Winn's after school program (ASES) has used the library as a space for students to do homework after school. Enabling the staff to use the Destiny system to check books in/out would expand access to the	With expanded access to the library, we expect to see a 10% increase in library circulation.	Because students in the early grades (K-3) may not be assigned homework, having access to high-quality decodable texts written for emerging readers will allow students to make good use of library time in the after-school program. Getting more books into circulation will also better engage the community with learning by

	library collection for ASES students, including those in K-3.		encouraging students to read at home with their families.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No action in the context of the ELSB grant. Efforts to enrich the culture and climate will continue based on continued teacher initiative and parent involvement to boost student engagement and the deepen the impact of academic instruction, including literacy.	According to the survey of parents as stakeholders , "A M Winn should provide more guidance on building classroom and school community and non-academic opportunities for engagement." We expect continued investment in student enrichment opportunities to result in a 10% decrease in absenteeism based on past years' attendance data .	These offerings, in some schools described as "extracurricular," are integral to the Waldorf curriculum. Such enrichment opportunities have been shown to maintain student engagement and attendance as students move through the grades.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
	No action in the context of the ELSB grant. As an ancillary actions that will indirectly support literacy outcomes in grades k-3, teachers will: continue to work towards a truly integrated SEL model that is necessary for creating a fundamental and lasting culture shift towards embedded SEL.	Not an identified area of need in the Root Cause Analysis	As teachers plan for the next school year to loop with their students, they must prepare for a totally new grade curriculum, with preparation typically centering on the academic curriculum and block studies. Teachers often do not lesson plan in advance for an unscripted, versatile, and fully integrated approach of SEL into the ELA curriculum. Because of this

	<p>Teachers will develop a clear understanding of how ELA is predisposed to support the integration of SEL as curriculum content and assessment methods which also align with SEL outcomes.</p>		<p>practice, the natural connection between SEL and ELA in the Waldorf curriculum is often underutilized and the teacher expertise and understanding of their students cannot fully inform the curriculum. Teaching students the lexicon needed to share feelings, voice needs and resolve disagreements in written form as well as spoken form has the potential not only to strengthen the sense of safety which is prerequisite to learning, but also broaden students' vocabulary and word recognition.</p>
<p>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p>No action under the ELSB grant:</p> <p>In response to stakeholder feedback, update the library collection with books written by authors who are representative of a diverse student body.</p> <ul style="list-style-type: none"> ● Increase book collection on books about different countries which depict countries of origin with dynamic photos and illustrations of important symbols such as the flag or national bird. ● This includes purchasing matched sets of readers with decodable text (suitable for emerging readers in k-3) that are representative of diverse subjects and characters. 	<p>This will allow classes to visit the library more freely with longer visits and fewer schedule conflicts.</p> <p><u>Expanding the library's collection</u> will increase the appeal of the library and also increase circulation.</p>	<p>Enhancing the library's collection and better communicating to families about their students' day of the week to exchange books at the library will increase circulation by 10% from school year 2019-20 to 2021-22. Promoting offerings at local libraries outside of the school year will also increase students' exposure to print and enthusiasm for reading.</p>

	<ul style="list-style-type: none"> ● Keep translated books on shelves close to student access. Mark these sections with bilingual signs. ● In alignment with the thematically-integrated core Waldorf curriculum, organize the library according to the curriculum as well as the standard system. ● Increase book offering of culturally meaningful stories in order to validate children’s cultural heritage, and foster their self esteem and adjustment. <p>In working towards goal 3, take the following actions to Help inform families about the concept and expectations of the lending library. For overdue notices, send home a print-out of the book cover.</p> <ul style="list-style-type: none"> ● Create a stronger connection with the local library, encourage library cards and librarian outreach to sign up families for library cards. Arrange for family night at the public library. ● Promote summer reading programs at the library. 		
--	---	--	--

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in

			completing actions), and a timeline (for completion of actions and meeting of milestones.)
<p>3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.</p>	<p>Example (action item):</p> <ul style="list-style-type: none"> ● <i>By December 2021, 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. Monthly follow-up training will be provided.</i> ● <i>By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.</i> <p>No action in the context of the ELSB grant. The following are ancillary actions that will indirectly support literacy outcomes in grades k-3:</p> <ul style="list-style-type: none"> - provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically restorative practices such as expressive arts integrated into the ELA curriculum (by December 2021). -When school resumes full-time in person, look at the multi-tiered systems of support and make sure there are plans in place that are developmentally appropriate and restorative in nature. Beginning with the Community Resiliency Model (CRM), teachers will learn how to provide appropriate activities to signal safety to the Survival Brain, bring a child's mind and spirit back into greater balance by 	<p>Example (action item):</p> <p><i>As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], 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.</i></p> <p><i>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</i></p> <p>A large body of research confirms that building a safe and caring school community and attending to social and emotional learning are essential to students' overall success. Supporting teachers to confidently and consistently use the expressive arts including music, has been shown to be a powerful therapeutic intervention with children and adolescents. Teachers creating a supportive setting for the internal and therapeutic processes of the creation and expression of art making has been shown to facilitate growth and healing.</p>	<p>Example (action item):</p> <p><i>Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</i></p> <p><i>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.</i></p> <p>In some school cultures, there is a stigma associated with seeking care or counseling, which is viewed as a sign of weakness. We need to work with administrators to ensure that we have the necessary structures and supports so that seeking help as needed becomes the norm.</p>

	supporting students' efforts to track their own nervous systems and return to their "Resilient Zone."		
3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): No action	Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.
	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
	No action in the context of the ELSB grant.	Not identified as an area of need in Root Cause Analysis	In some school cultures, there is still a stigma associated with seeking care or counseling, which is viewed as a sign of weakness. By ensuring that students are educated that asking for help, expressing concern for others' well-being and obtaining resources is essential for learning and well being, we will be connecting current district and community resources directly to those in need. Teachers will also communicate these classroom learning goals and provide resources to parents, in quarterly parent meetings or weekly newsletters.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement	Train Grades 1-3 teachers on using a multi-tiered approach to the early identification and supports for students with learning and behavior needs.	Using the COLLABORATIVE Classroom/SIPPS program, teachers will be able to implement high-quality, scientifically-based instruction to ensure that student difficulties are not due to inadequate instruction. Teachers also learn how to adjust the	Teachers will review and collect student data to determine individual student needs. Teachers will administer Mastery tests every four weeks to monitor

<p>multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.</p>	<p>Develop a consistent scope and sequence through the grades as a Waldorf school, so that teacher autonomy in developing the curriculum must be balanced with universal screening of students in foundational literacy skills.</p>	<p>multi-tiers of support for students in reading by screening students.</p>	<p>student progress and use the information provided to guide reteaching decisions. Teachers will set beginning-, middle-, and end of year expectations for reading milestones at the beginning of each school year in coordination with grade-level partner.</p>
<p>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.</p>	<p>No Action</p>	<p>“Ensure that all teachers are trained in the School District’s Home Visit Program and have received an in-house teacher training on strategies for EL parent engagement. SMARTe goal 3, “improve AM Winn culture and climate...”</p> <p>According to the <u>survey of parents as stakeholders</u>, “A M Winn would benefit from more school and class-wide community-building- especially activities that engage the whole neighborhood. Additionally [A M Winn] would benefit by recognizing [its] religious, economic, and socio-economic diversity.”</p>	<p>Augmenting the home-visit training with cultural and linguistic awareness training will make for more successful rapport-building with all school families, including those of ELLs. Better engaging the parent body with learning will improve student outcomes across the board, including literacy outcomes.</p>
<p>3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs.</p>	<p>No Action</p>	<p>“A M Winn will continue to benefit from working alongside its current ASES program to build more school and class-wide community activities that engage the whole neighborhood.</p>	<p>Take the following actions towards SMARTe goal 3: 5 thereby strengthening student access to literacy curri i</p>

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

LEA/District: Sacramento City Unified School District

LEA/District Contact/Project Director: Jeannette Schroeder

Site(s): Ethel I. Baker Elementary

Site Administrator(s): Nathan McGill (Principal); Heather Bennett (Assistant Principal)

Early Literacy Team Member	Role (Include title and/or grade level)
Charisse Tuvilla	Teacher, Kindergarten
Jenny Nguyen	Teacher, Kindergarten
Kirsten Tahara	Teacher, 1st Grade
Julie Gordon	Teacher, 2nd Grade
Jennifer Sparks	Teacher, 3rd Grade
Nathan McGill	Principal
Heather Bennett	Assistant Principal

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required)
 (Insert additional rows as needed.)

Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark ELA Curriculum SIPPS (some classes)	PASS (Phonological Awareness Skills Screener) CORE Phonics Survey DIBELS
	Language Comprehension	Benchmark ELA Curriculum	Benchmark Advance Interim Assessments
	English Language Development	Benchmark ELA Curriculum	Benchmark Advance Interim Assessments
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS, Benchmark	PASS (Phonological Awareness Skills Screener) CORE Phonics Survey DIBELS Running Records
	Language Comprehension	SIPPS, Benchmark	Benchmark, IXL
	English Language Development	SIPPS, Benchmark ELD	Benchmark, IXL
Tier 3: Intensive, Individualized Supports	Foundational Skills	RSP/SDC/Speech	
	Language Comprehension	RSP/SDC/Speech	
	English Language Development	RSP/SDC/Speech, Benchmark ELD	

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>The ELSB team began with a needs assessment, drawing from their own individual experiences at Baker. The team then met with and presented their initial findings to the staff and school site council. The team elicited feedback that helped to better inform the decisions of what to include in the grant proposal.</p>	<p>Presentation to Staff Staff Meeting Video School Site Council Meeting Agenda/Minutes 3/16 School Site Council Meeting Agenda/Minutes 3/30</p>
<p>1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p>	<p>As a leadership team we identified the needs of our school site over the course of several meetings. First, we identified barriers that kept our students from achieving literacy. We looked for barriers in the areas of Effective Instructional Materials, Professional Development Needs, Inconsistent/Imprecise Assessments, and Lack of Grade Level Collaboration. In another session we refined the fishbone to focus on the barriers that were in the scope of our control. This then became the document we referred back to during our sessions around our needs assessment and goal creation.</p>	<p>Root Cause Analysis Jamboard Root Cause- Fishbone Diagram</p>

<p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>		
<p>1.3 NEEDS ASSESSMENT</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>Before getting to the needs assessment, the team was given the opportunity to learn about components of a high quality ELA curriculum and spend time examining and discussing our district-adopted curriculum. Through the discussion the team found several gaps in the adopted curriculum that may be impacting early literacy. This helped set up the team for the root cause analysis. After completing the root cause analysis the team moved on to creating SMARTe goals for the site. We looked for goals that would provide a long term change for the site. An overarching idea that led the discussion was changing our school culture to value reading and cultivating a love of reading. The team chose to focus on the area curriculum and decided to go with the SIPPS Curriculum to fill that gap in the root cause analysis. As the conversation progressed it turned to using data to drive instruction. More specifically the team focused on the lack of common assessments within each grade level. Furthermore, there is a lack of background knowledge in the students because of a lack of access to literature.</p>	<p>Root Cause Analysis Jamboard Root Cause- Fishbone Diagram SMARTe Goals/Needs Assessment</p>

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved” <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
Example: Provide explicit, systematic phonics instruction	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	Screening data shows low student performance. [Insert Link] Link to needs assessment and root cause analysis provided	<ul style="list-style-type: none"> • By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions • By the first month of school, groups formed based on placement data 	<ul style="list-style-type: none"> • PD Plan • Invoices • Placement assessment data • SIPPS Mastery test data • Classroom implementation observation data
Example: Provide explicit, academic vocabulary instruction.	Example: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	Example: Screening data revealed low student scores in vocabulary across K–3. [Insert Link] Link to needs assessment and root cause analysis	Example: <ul style="list-style-type: none"> • By August 2022 (Year 3), purchase Academic Vocabulary Toolkit • By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions 	Example: <ul style="list-style-type: none"> • PD Plan • Invoices • iReady diagnostic data • Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) • ELPAC data
1.Establish systematic assessments	Root cause analysis and needs assessment revealed inconsistent	Link to Root Cause Analysis Link to Needs Assessment	<ul style="list-style-type: none"> • Teachers will attend PD to learn best practices for assessments 	<ul style="list-style-type: none"> • PD Plans • Invoices (PD)

	<p>assessments within the K-3 grade-level bands, including type of assessment, timing of assessments, data storage, and data analysis.</p>		<p>(including proctoring, entering scores, and accessing post-assessment data).</p> <ul style="list-style-type: none"> • Each grade level will assess students (baseline) within the first month of the 2021-2022 school year (and then again in the 2022-2023 school year). They will be paid with hourly stipends. • Each grade level will assess (progress-monitoring) at least three additional times during the year, aligning with the end of each trimester. They will be paid with hourly stipends when outside of contracted hours. • Teachers will meet after each assessment round (academic conferences) to analyze student data to inform instructional practices. They will be paid with hourly stipends when outside of contracted hours. 	<ul style="list-style-type: none"> • Assessment Data (housed in Illuminate and Google Sheets) • Substitute Roster/Schedule
<p>2. Provide explicit, systematic phonics instruction</p>	<p>Root cause analysis and needs assessment showed a deficit in the current targeted foundational reading skills instruction for all students in grades k-3.</p>	<p>Link to Root Cause Analysis Baker Data (2020-2021) Needs Assessment</p>	<ul style="list-style-type: none"> • Teachers will attend a PD (provided by CORE) before the start of the 2021-2022 school year. Any new teachers for the 2022-2023 and 2023-2024 school years will attend the following year. • Teachers will assess students to find SIPPS level before school starts (up to 8-hours paid 	<ul style="list-style-type: none"> • WIN Exchange schedule (including rosters of groups) • Invoices (extra hours for teachers) • SIPPS Assessment Data • PD Invoices (\$42,250) • Payment schedules: Instructional Aides and Librarian/Intervention Teacher

			<p>per teacher) or within the first two weeks of each school year.</p> <ul style="list-style-type: none"> • Teachers will progress monitor students through formal and informal SIPPS assessment throughout the school year. • Students will be changed to appropriate WIN groups as skills are mastered.. 	
3. Build background knowledge and vocabulary development through building a culture of literacy	Root cause analysis and needs assessment showed a lack of access to literature for students and families.	Link to Root Cause Analysis Needs Assessment	<ul style="list-style-type: none"> • We will improve the vocabulary and background knowledge of all K-3 students through the increased access to literature by November 2021 • A librarian/intervention teacher will be hired by September 30, 2021. • The librarian/intervention teacher will revamp the Baker library, by purchasing 750 culturally-relevant books, improving the function of the library, and aligning featured materials with BMA materials. • A library class schedule will be created and implemented by November of 2021. • Family Literacy Nights will be held once per trimester. • One classroom on campus will be transformed into a Reading Room to be used by students throughout the day by November 2021. 	<ul style="list-style-type: none"> • Librarian/Intervention Teacher Pay History • Purchase Orders for Books • Schedule for Family Literacy Nights • Library Class Schedule • Sign-in Sheets for Family Literacy Nights • Interpreter Pay History for Family Literacy Nights • Invoices for Reading Room purchases • Schedule for classes visiting the Reading Room

[Insert additional rows as needed for additional goals.]				
--	--	--	--	--

2.3 Expenditures Consistent with Categories

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	In support of Goal 2 and Goal 3, by September 2021, hire a Librarian/Intervention teacher to work with students in grades k–3, focusing specifically on foundational reading skills using the SIPPS curriculum and to regularly provide access to culturally-appropriate literature for students and families in kindergarten, first, second, and third. This	As seen in our screening data and our root cause analysis a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics. The job description for the position of Librarian/Intervention Teacher is still being created	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A Librarian/Intervention teacher

	action will include expanding classroom libraries for the described classes.	with the coordination of the HR department and Baker leadership team.	will be utilized to meet the needs of students in their SIPPS groups as well as provide other targeted interventions to students, as well as provide relevant literature to students and families, as well as oversee a reading room
	In support of Goals 1 and 2, by September 2021, hire 2 instructional aides to work with students in grades K-3, focusing on foundational reading skills using the SIPPS and BMA curriculum.	As seen in our screening data , Needs Assessment , and root cause analysis a majority of our K–3 students are testing below proficiency in foundational reading skills, in addition to phonemic awareness and phonics. The job description for the position of Instructional Aide is still being created with the coordination of the HR department and Baker leadership team.	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Instructional aides will be utilized to meet the needs of students in their SIPPS groups as well as provide other targeted interventions to students.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link] Link to needs assessment indicating not a priority</i>	Example (rationale): <i>Our school is currently implementing 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.</i>
	In support of Goal 3, our school librarian/intervention teacher will work to create a more culturally-representative library that will be accessible to students in k-3, as well as a regular reading for students (and whole classes) to use throughout the school year. We will also hold Family Literacy Nights in which literacy is promoted and modeled for	Fishbone Diagram Benchmark Universe (Curriculum) Needs Assessment	Our school is currently implementing 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. We will boost access to culturally-responsive access literature

	families and books and other resources are provided in their various home languages for students in grades k-3 to build community capacity for literacy at home.		through the recreation of the school library and regular Family Literacy Nights.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA 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 Goal 2, staff (K-3 teachers, our Librarian/Intervention Teacher, and aides) will attend professional development for the SIPPS program before the start of the 2021-2022 school year (and again before the 2022-2023)	Fishbone Diagram Needs Assessment	The professional development will be facilitated by CORE at least one week before the start of the indicated school year. The PD will prepare staff (K-3 teachers, Librarian/Intervention Teacher, and aides) to adequately assess and instruct using the SIPPS curriculum. They will be paid with hourly stipends.
	In support of Goal 1, staff (K-3 teachers and aides) will attend professional development for the common assessments before the start of the 2021-2022 school year (and again before 2022-2023 school year). These include, but are not limited to DIBELS # 8 and CORE/PASS.	Fishbone Diagram Needs Assessment	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare staff (K-3 teachers, Librarian/Intervention Teacher, and aides) to adequately assess all K-3 students within the first month of the school year. They will be paid with hourly stipends.
	In Support of Goal 1, staff (K-3 teachers and aides) will attend professional development on how to use Illuminate as a data storage system, including entering and accessing assessment data, before the start of the 2021-2022 school year (and again before 2022-2023 school year).	Fishbone Diagram Needs Assessment	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare K-3 teachers to input and access assessment data in an organized and timely fashion. They will be paid with hourly stipends when outside of contracted hours.
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH	In support of Goal 1, staff (K-3 teachers and aides) will attend professional development for the common assessments before the start of the 2021-2022 school year (and again before 2022-2023 school	Fishbone Diagram Needs Assessment	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare staff (K-3 teachers, Librarian/Intervention

LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	year). These include, but are not limited to DIBELS # 8 and CORE/PASS.		Teacher, and aides) to adequately assess all K-3 students within the first month of the school year. They will be paid with hourly stipends.
	In support of Goal 2, staff (K-3 teachers, our Librarian/Intervention Teacher, and aides) will attend professional development for the SIPPS program before the start of the 2021-2022 school year (and again before the 2022-2023)	Fishbone Diagram Needs Assessment	The professional development will be facilitated by CORE at least one week before the start of the indicated school year. The PD will prepare staff (K-3 teachers, Librarian/Intervention Teacher, and aides) to adequately assess and instruct using the SIPPS curriculum. They will be paid with hourly stipends.
	In Support of Goal 1, staff (K-3 teachers and aides) will attend professional development on how to use Illuminate as a data storage system, including entering and accessing assessment data, before the start of the 2021-2022 school year (and again before 2022-2023 school year).	Fishbone Diagram Needs Assessment	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare K-3 teachers to input and access assessment data in an organized and timely fashion. They will be paid with hourly stipends.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY	<i>Example (action item):</i>	<i>Example (action item):</i>	<i>Example (action item):</i>

<p>CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<ul style="list-style-type: none"> ● <i>By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i> ● <i>By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</i> ● <i>By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i> 	<p><i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</i></p> <p><i>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</i></p>	<p><i>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</i></p> <p><i>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</i></p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i> ● <i>By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.</i> ● <i>By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i> 	<p>Example (action item):</p> <p><i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</i></p> <p><i>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</i></p>	<p>Example (action item):</p> <p><i>Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</i></p> <p><i>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</i></p>

	<ul style="list-style-type: none"> ● By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plans as well as cycles of improvement. ● By November 2021, create a culturally-rich library from which K-3 students can regularly borrow books (with classes and with families). 	<p>As seen in our screening data, needs assessment, and root cause analysis a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p>	<p>Through implementation of the SIPPS curriculum to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the SIPPS curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum. Additionally, grade level teams will use a data-monitoring protocol in order to react to student assessment data and adjust their practice where necessary. As students develop fluency, they will be able to access high-interest and relevant texts to complement grade-level ELA materials.</p>
<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.</p>	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</i> <i>Or, [Insert Link] link to needs assessment indicating not a priority.</i></p>	<p>Example (rationale): <i>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</i></p>
	<p>By the final week of August 2021, Teachers, Intervention Teacher, and aides will have completed SIPPS Diagnostic Assessment and have placed all students in k-3 to begin literacy exchange groups by September 13th.</p>	<p>Fishbone Diagram needs assessment</p>	<p>In order to meet the individual literacy needs of each student, teachers will rely on the outcomes of the SIPPS diagnostic tool to appropriately place students in k-3.</p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	No action	As seen in our screening data , needs assessment , and root cause analysis , this is not a priority.	Our students have the opportunity to participate in an afterschool program through our partnership with Boys & Girls Club.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support	Example (rationale): No action	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our school is currently implementing 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</i>

<p>expanded literacy instruction.</p>			<p><i>strength. Therefore, we are not including it in this action plan.</i></p>
<p>3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.</p>	<p>No action</p>	<p>As seen in our screening data, needs assessment, and root cause analysis, this is not a priority.</p>	<p>Our site, in accordance with the SCUSD roll out in Spring 202, uses the KELVIN survey system to regularly acquire and access student options on connectedness and other important school culture pieces. School culture and climate are being worked on outside the scope of this action plan.</p>
<p>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action</p>	<p>As seen in our screening data, needs assessment, and root cause analysis, this is not a priority.</p>	<p>Our site uses Second Steps SEL program to promote social and emotional learning and well-being.</p>
<p>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p>In support of Goal 3, September 2021, hire a librarian/intervention teacher to regularly provide access to culturally-appropriate literature (books that</p>	<p>As seen in our screening data, needs assessment, and root cause analysis, increased student access to literature that will improve background knowledge</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. However, there</p>

	are representative of our students' cultures, ethnicities, or neighborhoods) for K-3 students (through scheduled class library visits) and families (through before and after school open hours).	and vocabulary are an urgent need.	has been a lack of access to appropriate reading materials for students and families with a library that has been closed and not updated with books that are representative of our students' cultures, ethnicities, or neighborhoods in over 7 years.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	Example (action item): <ul style="list-style-type: none"> By December 2021, 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. Monthly follow-up training will be provided. By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families. 	Example (action item): As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], 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. Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].	Example (action item): Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction. Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by

			<i>reducing students' affective filters and removing barriers to learning associated with trauma.</i>
	No action	HEARTS Institute Home Page Acceptance Letter for HEARTS Doctor Martha Merchant Home Page	<ul style="list-style-type: none"> ● By September of 2021, teachers, intervention teacher/librarian, aides, and administrators will have trauma-informed practice professional development with Dr. Martha Merchant of UCSF. ● By June of 2022, the Trauma-Informed Team will have completed the inaugural year of the (Health Environments and Response to Trauma in Schools (HEARTS) Institute, which builds trauma-informed capacity at school sites.
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i>
	No action	Needs Assessment	<ul style="list-style-type: none"> ● For the 2021-22 academic year, Baker will fund a Student Support Center, which includes a coordinator of services for students and parents, and a social worker, for Tier 1, 2, and 3 supports. ● For the 2021-22, Baker will have a full-time SCOE Mental Health Specialist as part of the SBMHW Program to provide direct services to students and families.

3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No action	Needs Assessment	Baker has been chosen by SCUSD as a pilot school for the Data-Based Decision Making (DBDM/MTSS) framework. As such, the Baker MTSS team will continue to work with district leaders to finetune their MTSS and to include it in conversations with all stakeholders.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	In support of Goal 3, our school will host three (one per trimester) Family Literacy Nights at which parents of students in K-3 will be reminded of the importance of reading in any language, receive resources to help their student on their literacy journey, and learn fun ways to promote literacy for the whole family at home.	As seen in our screening data , needs assessment , and root cause analysis , increased student and family access to literature and tools that will improve background knowledge and vocabulary are an urgent need.	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. However, there has been a lack of access to appropriate reading materials for students and families with a library that has been closed and not updated with culturally-relevant books in over 7 years. Also, outreach to families regarding literacy, even in home languages, has not been a focus in recent years. Family Literacy Nights will include games, activities, and take-home activities for students and their families and will last for one hour each.

<p>3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.</p>	<p>In support of Goal 3, our school will host three (one per trimester) Family Literacy Nights at which parents of students in K-3 will be receive resources and tools to help their student on their literacy journey, receive books that are representative of our students' cultures, ethnicities, and neighborhoods, and learn fun ways to promote literacy for the whole family at home.</p>	<p>As seen in our screening data, needs assessment, and root cause analysis, increased student and family access to literature and tools that will improve background knowledge and vocabulary are an urgent need.</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. However, there has been a lack of access to appropriate reading materials for students and families with a library that has been closed and not updated with culturally-relevant books in over 7 years. Also, outreach to families regarding literacy, even in home languages, has not been a focus in recent years.</p>

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

LEA/District: Sacramento City Unified

LEA/District Contact/Project Director: Jeannette Schroeder

Site(s): John Sloat

Site Administrator(s): Claudia Alfaro

Early Literacy Team Member	Role (Include title and/or grade level)
SeAnne Storrs	Teacher- EK
Alexia Schneider	Teacher-Kinder
Tessa Santos	Teacher-1 st Grade
Amy Brauch	Teacher- 2 nd Grade
Brittany Barbone	Teacher-3 rd Grade
Kari LaSalle	District Language Arts Training Specialist

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required)
 (Insert additional rows as needed.)

Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark ELA Curriculum	CORE Phonics Survey PASS (Phonological Awareness Skills Screener)
	Language Comprehension	Benchmark ELA Curriculum	Benchmark Publisher created assessments
	English Language Development	Benchmark ELA Curriculum	
Tier 2: Targeted, Supplemental Supports	Phonics/Reading	SIPPS	District Common Foundational Skills Assessments
Tier 3: Intensive, Individualized Supports	Phonics/Reading	Sonday	District Common Foundational Skills Assessments

[Not Available a this time] [Link to Grades TK/K–3 Master Instructional Schedule.](#)

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT</p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>The ELSB grant was presented to the entire staff at a CT meeting. After explaining the grant the staff was given a chance to fill out a Google Form to help guide the team's work. The survey found that teachers at John Sloat had 3 areas of concern, the first was that John Sloat does not have a strong culture of literacy. The second area the teachers felt was inadequate was in the area of instructional materials to help meet the needs of students who are struggling readers. The third area that stood out to the team was the problem that John Sloat does not have a process, training, or the time set aside to analyze student literacy data and make plans to support struggling readers. Survey also revealed teachers want and need training in best practices for providing instruction to all students on foundational reading skills.</p> <p>The grant was presented to members of the ELAC and School Site Council. They were asked to provide input about what they felt were needs around literacy at the site. Members of both councils shared their concerns about access to the school library and agreed that having a school librarian would increase student access to reading in the morning as well as during recess. Both councils were excited about the use of the SIPPS program and several questions were answered about how that would look for both primary and intermediate students. The ELAC and School Site council expressed gratitude to the teachers who participated in the ELSB training.</p> <p>The grant was discussed informally with parents during the site's "Coffee With The Principal". One parent asked about the frequency of the parent literacy nights. We noted that parents preferred no more than 3 to 4 sessions throughout the year. Story time for primary students</p>	<p>Staff Survey Staff CT Agenda SCC/ELAC Agenda</p>

	<p>during the evening a few times a year was another good suggestion. We would like to provide these story times in different languages in order to foster and support student's home languages.</p>	
<p>1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>As a leadership team we identified the needs of our school site over the course of several meetings. First, we identified barriers that kept our students from achieving literacy. We looked for barriers in the areas of assessment, curriculum, and overall reading resources. In another session we refined the fishbone to focus on the barriers that were in the scope of our control. We found that as a site we could control the instructional materials at the site, teacher access to high quality professional development, using data to drive instruction, and creating a strong literacy community with our students. Finally, the barriers were placed into 3 larger categories; assessments, professional development needs, and lack of effective instructional materials. This then became the document we referred back to during our sessions around our needs assessment and goal creation.</p>	<p>Site Root Cause Analysis: Team Fishbone Organizer</p> <p>DIBELS Data PASS Data 2nd Grade Comprehension Data</p>
<p>1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-</p>	<p>Before getting to the needs assessment the team was given the opportunity to learn about components of a high quality ELA curriculum and spend time examining and discussing our district adopted curriculum. Through the discussion the team found several gaps in the adopted curriculum that may be impacting early literacy. This helped set up the team for the root cause analysis. After completing the root cause analysis the team moved on to creating SMARTe goals for the site. We</p>	<p>Discussion Note Catcher Needs Assessment SMART Goals</p>

<p>level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>looked for goals that would provide a long term change for the site. An overarching idea that led the discussion was changing our school culture to value reading and cultivating a love of reading. The team chose to focus on the area curriculum and decided to purchase SIPPS Curriculum to fill that gap in the root cause analysis. As the conversation progressed it turned to using data to drive instruction and another gap from the root cause analysis, using data to drive instruction. More specifically the team focused on the lack of time and training to sit as a team and look at data. This was how goal 2 came to be a part of our action plan. With a lens towards looking for changes that would make a long term change the discussion came around to the idea that as a site there had not been access to training that was around the science of teaching reading and not a publisher focused training of components. This led to the 3rd goal of receiving training that would be focused on the science of reading and could be utilized regardless of the reading curriculum the district had in place.</p>	
---	--	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved” <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
Example: Provide explicit, systematic phonics instruction	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction,</i>	<i>Screening data shows low student performance.</i> <i>[Insert Link] Link to needs</i>	<ul style="list-style-type: none"> • <i>By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3</i> 	<ul style="list-style-type: none"> • <i>PD Plan</i> • <i>Invoices</i> • <i>Placement assessment data</i> • <i>SIPPS Mastery test data</i>

	<i>materials used, and low student performance across the grades.</i>	<i>assessment and root cause analysis provided</i>	<i>and support staff, and provide monthly follow up sessions</i> <ul style="list-style-type: none"> ● <i>By the first month of school, groups formed based on placement data</i> 	<ul style="list-style-type: none"> ● <i>Classroom implementation observation data</i>
Example: <i>Provide explicit, academic vocabulary instruction.</i>	Example: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	Example: <i>Screening data revealed low student scores in vocabulary across K–3.</i> <i>[Insert Link] Link to needs assessment and root cause analysis</i>	Example: <ul style="list-style-type: none"> ● <i>By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</i> ● <i>By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</i> 	Example: <ul style="list-style-type: none"> ● <i>PD Plan</i> ● <i>Invoices</i> ● <i>iReady diagnostic data</i> ● <i>Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</i> ● <i>ELPAC data</i>
1. We will improve the lack of Effective Instruction and materials grades K-3rd grade by purchasing and implementing supplemental materials that support phonics (SIPPS) as measured by district foundational skills assessments by the end of March 2022.	The team discussions, stakeholder surveys, root cause analysis revealed a need for a research-based, systematic, and explicit phonics program to support the students development of literacy	Student data showed a need to focus on phonics instruction as well as encoding and decoding Root Cause Analysis Needs Assessment Student Data	In support of goal one, by September 2021 have SIPPS Curriculum purchased and in teachers hands In support of goal 1, by October 2021 have teachers formally trained on SIPPS, the training will go over the lesson structure and curriculum as well as the diagnostic and placement assessments that are a part of the curriculum. In support of goal 1, by the end of October 2021 teachers will have administered the SIPPS diagnostic assessment and be ready to start instruction In support of goal 1 and 2, by the	<ul style="list-style-type: none"> ● District Foundation Skills Assessments ● SIPPS Placement Assessment ● Invoices ● PD Agendas ● Per diem time sheets

			<p>end of August 2021 teachers in grades K-3 will be paid for 2 optional days used to begin the SIPPS Placement testing and district common foundational skills assessments</p> <p>In support of goal 1, by October 2021 a librarian will be hired to help organize and provide extended access to independent reading materials that students can utilize to practice reading skills</p>	
<p>2. We will improve student reading outcomes by using data to drive our instruction using an Academic Conference format to examine student data and plan next steps for instruction as measured by district foundational skills common assessments by the end of each trimester .</p>	<p>The team discussions, stakeholder surveys, and root cause analysis revealed a need for a process to pull and analyze data in a systematic way. It was also revealed that teachers need time to set goals and create instructional plans around what they discovered from the data. A portion of the day will be spent looking at the diagnostic assessments and results brought to the session. We will use the time to solidify teachers' understanding about what the assessment is measuring, why the assessment is given, as well as how to use it to guide next steps.</p>	<p>Student data shows a need to examine student data and refine literacy instruction based on the data</p> <p>Root Cause Analysis Needs Assessment Discussion Note Catcher</p>	<p>In support goal 2, by June 2022 the K-2 teachers will have had 3 formal Academic Conference sessions</p> <p>In support of goal 2, by the end of October 2021 teachers will have given the first round of assessments to be used during the first Academic Conference</p> <p>In support of goal 2, teachers will be provided a substitute teacher to cover their class and allow them to attend the Academic Conference during the school day</p> <p>In support of goal 1 and 2, By the end of August 2021 teachers in grades K-3 will be paid for 2 optional days used to begin the SIPPS Placement testing and district</p>	<ul style="list-style-type: none"> ● Academic Conference Agendas ● District Foundational Skills Assessments ● SIPPS Placement Assessment ● SIPPS Mastery Assessments ● Grade Level Instructional Plans or SMART Goals ● Per diem time sheets

			common foundational skills assessments.	
3.				
[Insert additional rows as needed for additional goals.]				
2.3 Expenditures Consistent with Categories ELSB Budget Docs				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)			
Category 1 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>

support English learner programs.	By August 2021, establish an MOU and an agreement with the Sacramento County Office Education for professional development services to be provided by a literacy expert to work with Tk-3rd grade teachers.	As seen in our student data , many TK-3 grade students at John Sloat are struggling with gaps in their foundational reading skills. Teachers need time to meet with an instructional coach who can provide guidance and strategies to help meet students' needs. The instructional coach will also be able to support the teachers in the refinement of their implementation of the SIPPS curriculum.	The content area expert will be responsible for meeting with TK-3rd grade teachers during the school day while a substitute covers the classroom. The sessions will involve looking at student work, reviewing upcoming SIPPS lessons, planning Tier 1 and Tier 2 instruction around literacy, and culturally relevant teaching.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link] Link to needs assessment indicating not a priority</i>	Example (rationale): <i>Our school is currently implementing 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.</i>
	No action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION,	By September 2021, have a contract with the publisher of SIPPS to provide training to TK-3rd grade students.	As seen in our root cause analysis and stakeholder survey teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	The training will be provided by an outside contractor during the 1st trimester. Tk-3rd grade teachers will be given substitutes to cover their classrooms so they can attend the training during the school day.

ACHIEVEMENT, AND USE OF DATA 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.			The training will be a full day (6 hour) training for all K-3rd grade teachers at John Sloat.
	By June 2022, the members of the ELSB Literacy team will complete the OERA training through CORE	As seen in our root cause analysis and stakeholder survey teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	the team will engage in independent work as well as follow-up sessions with instructors from CORE to complete the OERA training
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	No action	This is a priority but we will not be using ELSB Grant money to fund this. We will instead utilize the district provided ELA/ELD Training Specialist to provide training on this. Root cause analysis	The district provided ELA/ELD Training Specialist is scheduled to provide training on the framework during common planning time.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	Example (action item): <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.	Example (action item): Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.
	Example (action item): <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement. 	Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through	Example (action item): Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.

	<ul style="list-style-type: none"> By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.	Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.
	By September 2021, have SIPPS materials for all K-3 teachers.	As seen in our root cause analysis and stakeholder survey teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	Materials will be purchased and all teachers in grades K-3 will have a full set of the curriculum to use for instruction and intervention
	By the end of the 1st trimester have teachers formally trained on SIPPS Curriculum and diagnostic assessments used as a part of the curriculum	As seen in our root cause analysis and stakeholder survey teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	Teachers will receive initial training as well as follow-up training on the SIPPS program. The District Training Specialist and SCOE content expert will provide coaching to support the initial training.
	By the end of October 2021 teachers will have administered the SIPPS Diagnostic Assessment and be ready to start instruction	As seen in our root cause analysis and stakeholder survey teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	The data from the SIPPS Diagnostic Assessment will be used to begin classroom instruction as well as be used for the 1st Academic Conference as a student data point.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those	Example (rationale): No action	Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments. Or, [Insert Link] link to needs assessment indicating not a priority.	Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.
	No action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The district has a battery of Foundational Reading Skills Assessments that the teachers already give. There was several trainings on these assessments

assessment instruments.			this year and there will be follow-up trainings next year.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.

3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): No action	Example (rationale): [Insert Link] Link to the school's state approved core curriculum website. Or [Insert Link], link to needs assessment indicating not a priority.	Example (rationale): Our school is currently implementing 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 Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
3.3d RESEARCH-BASED SEL Strategies to implement	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.

<p>research-based, social-emotional learning approaches, including restorative justice.</p>			
<p>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p>By September 2021, hire a full time librarian to expand TK-3rd grade students' access to books in order to practice skills taught in the classroom. The librarian will be hired in support of goal 1 to support students with the fluency reading portion of the reading block as outlined by the SIPPS curriculum. The librarian will be responsible for ensuring that TK-3rd grade students have access to high quality and high interest reading material to be used during the reading block including decodables.</p>	<p>As seen in our root cause analysis, students need more access to an organized and welcoming library in order to access books to help build fluency. The library needs to be open, before and after school as well as during recess and lunch times to ensure students have access to it. The current library received a grant to purchase new books, however it is largely inaccessible to students in grades K-3 without a person to organize, check out, and promote the books.</p> <p>Another area on the needs assessment was that students need to spend time reading in order to build fluency. Currently at the school site there are not a lot of people who have time during the day to devote to sitting with students one on one in grades K-3 and listening to them read. In addition to shelving books, opening the library for 1st-3rd recess time, planning and preparing Family Literacy Nights, the librarian would be responsible for making appointments with 1st-3rd grade students to sit and read together.</p>	<p>A part of building foundational reading skills is giving students in grades K-3 a chance to visit and check out books from the library during the school day. This will provide the opportunity to practice their reading skills on books that interest and engage them. Currently the school has been able to purchase some new books with characters and themes that are representative of the students at John Sloat. Having the books is half the battle, because the students need access. The librarian will be responsible for maintaining the library as a welcoming and organized place for students. The librarian will also be responsible for sharing and promoting new titles as well as providing extended access for students at John Sloat. The librarian will work in conjunction with teachers to support the themes in the district adopted ELA curriculum by spotlighting books and resources that support the current themes. In the mornings the librarian will be responsible for hosting K-3rd grade classroom visits. As a part of the visit the students would be able to check out books, hear a book talk about a new or exciting book, and have a story read aloud to them by the librarian.</p> <p>The librarians afternoons would be spent shelving books and general care of the library, opening the library during the 1st-3rd grade afternoon recess time, planning family literacy nights, and scheduling time to sit and listen to K-3 students read a book, deodable, or poem of their choice. The goal of these</p>

			<p>times would be to motivate students to practice the skills they have been taught and work on building their fluency. The librarian will be able to provide small corrective feedback as the students read. As part of the K-3 parent nights, families will be invited to access the library to help support reading practice at home to build the literacy community at the site. The librarian will be responsible for planning and hosting the K-3 Literacy Family Nights.</p> <p>Students in grades 4-6 will be able to visit the library but their teachers will need to be responsible for checking out books and reading a story if they choose to. The librarian's work will be focused on creating a joy of and climate of reading in students in grades K-3.</p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES	<p>Example (action item):</p> <ul style="list-style-type: none"> By December 2021, provide initial training for 	<p>Example (action item):</p> <p>As seen in our root cause analysis [Insert Link], and</p>	<p>Example (action item):</p> <p>Development of strategies and implementation of</p>

Development of trauma-informed practices and supports for pupils and families.	<p><i>staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.</i></p> <ul style="list-style-type: none"> ● <i>By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform support available to pupils as well as families.</i> 	<p><i>our needs assessment [Insert Link], 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.</i></p> <p><i>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</i></p>	<p><i>evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</i></p> <p><i>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.</i></p>
	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	<p>Example (rationale): <i>No action</i></p>	<p>Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i></p> <p><i>Or [Insert Link], link to needs assessment indicating not a priority.</i></p>	<p>Example (rationale): <i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i></p>
	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.

3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. Root cause analysis	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	By June 2022, the site will hold 2 parent and family literacy training sessions.	As seen in our root cause analysis the literacy team believes that by supporting parents with training the site will see an increase in student attitudes around reading and begin to build a literacy community on the site.	The goals of the family literacy sessions are two-fold. First the team hopes that by bringing training or support to parents they will feel more comfortable and welcome speaking to the staff about literacy. The school librarian will play a pivotal role in these trainings. Tips on how to read with their students, using environmental text to practice reading, practicing foundational reading skills, etc will be provided and practiced at the event. The second goal is that student overall attitudes and motivation around literacy will improve. Reading and literacy will promoted to build the joy of reading.
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve	By June 2022, the site will hold 2 parent and family literacy training sessions.	As seen in our root cause analysis the literacy team believes that by supporting parents with training the site will see an increase in student attitudes around reading and less reluctance and disengagement from students during reading instruction. The goal is to	The goals of the family literacy sessions are two-fold. First the team hopes that by bringing training or support to parents they will feel more comfortable and welcome speaking to the staff about literacy. The parents will leave with tips and routines to use at home to help promote reading. The second goal is

<p>communication with parents regarding how to address pupils' literacy needs.</p>		<p>have parents and teachers seen as a team supporting reading.</p>	<p>that student overall attitudes and motivation around literacy will improve. Feedback from the sessions will be collected to improve and refine the sessions to meet the needs of the families.</p>

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

LEA/District: Sacramento City Unified School District

LEA/District Contact/Project Director: Jeannette Schroeder

Site(s): John H. Still K-8 School

Site Administrator(s): Reginald Brown

Early Literacy Team Member	Role (Include title and/or grade level)
Reginald Brown	Principal
Phoebe Tran	Kindergarten Teacher
Cheryl Sutherland	1 st Grade Teacher
Heidi Lynch	2 nd Grade Teacher
Andrea Whalen	3 rd Grade Teacher
Joanna Evans	Site Instruction Coordinator

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)				
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments	Expanded Literacy Access
Tier 1: Core, Universal Supports	Foundational Skills	SIPPS, Benchmark Advance	SIPPS, Benchmark Advance	Library Skills
	Language Comprehension	SIPPS, Benchmark Advance	SIPPS, Benchmark Advance	
	English Language Development	Benchmark Advance	Benchmark Advance	
Tier 2: Targeted, Supplemental Supports		SIPPS	SIPPS	Additional Library Access
Tier 3: Intensive, Individualized Supports	RSP	Sonday	Sonday	Accelerated Reader

[Insert Link] Link to Grades TK/K–3 Master Instructional Schedule. https://drive.google.com/file/d/1_1oe_yZiOc-H2HZVwWMj_ve3QHAt4NZK/view?usp=sharing

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT</p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>We meet multiple times with our staff in Staff meetings, to go over the parameters of the grant and discuss the expectations for our Leadership team and our primary teachers. This grant will help us maintain the level of ELA/ELD instructional support that we had from our School Improvement Grant.</p> <p>We meet with our DBDM/MTSS team and our ELSB Leadership team to identify data points that will be useful in measuring student and grade level growth.</p> <p>We meet with our SSC/ELAC committee to discuss the purpose and the impact the grant will have on our primary programs.</p>	<p><i>John Still Staff Meeting Link</i> https://docs.google.com/document/d/1tHPWmSZXqj3bX2wROhqQvzttSW15D4Z-ZsljDC8zusQ/edit?usp=sharing</p> <p>https://docs.google.com/document/d/1zLTFYZStHw-s7gQ_YvBJ-R7HQ1YX3gNY5YJFLtxrupw/edit?usp=sharing</p> <p>https://drive.google.com/file/d/1NI4Ex4dJOPbbsBvOaQOuFAPGluPOHdXn/view?usp=sharing</p> <p><i>Leadership Meeting Link</i> https://docs.google.com/document/d/125IH-HbBBNae4_dazBqWrjwfQaRefVf9w3cMUKPNbNA/edit?usp=sharing</p> <p><i>SSC/ELAC meeting</i> https://docs.google.com/document/d/1zxrpzOR-v69zmVuua7sM7jVygDdqWLYSQVMIOSv7BGQ/edit?usp=sharing</p> <p>https://docs.google.com/document/d/1zmsVqwAcytaNSpA2sG_X56O1ulUBDw-YfDwTCjxCJFU/edit?usp=sharing</p>
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board</p>	<p>We discussed our areas of need based on assessment data. We looked at DIBELS fluency scores and ELA Benchmark assessment data from March 2021. We brainstormed possible root causes based on data, teacher observation, and overall knowledge of our students' performance and the curriculum. Teachers discussed and reflected on possible scenarios that led to the results of what they saw in the data they were presented with. We recognized that we placed a lot of emphasis on what students were or were not doing, both during and outside of the school day. This helped us in prioritizing next steps to</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</p>

<p>of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>address root causes and focus on possible teacher-centered solutions. We then grouped and prioritized these needs.</p>	
<p>1.3 NEEDS ASSESSMENT</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall</p>	<p>After working with our team and analyzing the data from our students' DIBELS and Benchmark ELA Interim 2 it was evident that our students are continuing to struggle with phonemic awareness, decoding, and reading comprehension. Although we have been working with SIPPS for the past several years, our teachers are still struggling to implement the program with fidelity. The SIPPS assessments are not being used across all classes and the District assessments are not being universally used in a way that drives instruction or benefits students through strategic grouping. It is evident that we need a Literacy Coach who can assist our teachers in understanding the data we are currently faced with, what it means and how it should be driving our instruction, someone who can help with grade level planning so that our intervention curriculum can be fully implemented with fidelity and assist with understanding our many assessments.</p> <p>After looking at the data and the causes that we can control, we realize that our needs are to focus on consistent instructional practices across the K-3 grade levels as seen in our attached Needs Assessment in lieu of our Root Cause Analysis.</p>	<p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing</p>

review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.		
---	--	--

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved” <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
Example: Provide explicit, systematic phonics instruction	Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.	Screening data shows low student performance. [Insert Link] Link to needs assessment and root cause analysis provided	<ul style="list-style-type: none"> • By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions • By the first month of school, groups formed based on placement data 	<ul style="list-style-type: none"> • PD Plan • Invoices • Placement assessment data • SIPPS Mastery test data • Classroom implementation observation data
Example: Provide explicit, academic vocabulary instruction.	Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.	Example: Screening data revealed low student scores in vocabulary across K–3. [Insert Link] Link to needs assessment and root cause analysis	Example: <ul style="list-style-type: none"> • By August 2022 (Year 3), purchase Academic Vocabulary Toolkit • By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up 	Example: <ul style="list-style-type: none"> • PD Plan • Invoices • iReady diagnostic data • Curriculum-embedded formative assessment data (core curriculum and Academic

			<i>sessions</i>	<i>Vocabulary Toolkit)</i> ● <i>ELPAC data</i>
1. Build capacity around data analysis.	Root Cause Analysis and Needs Assessment revealed most of our students were not meeting the benchmarks for fluency as measured by DIBELS.	John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing	Working with our Literacy Coach and our SCOE Consultant (SIG) our K-3 teachers will improve their knowledge and skills at analyzing SIPPS and DIBELS assessment data to drive instruction of grade-level reading skills in grades K-3, as measured by academic conferences, grade level collaborative planning, and coaching sessions facilitated by a Literacy Coach by June of 2023.	<ul style="list-style-type: none"> ● PD Plan ● DIBELS Assessments ● SIPPS Assessments ● Curriculum-embedded formative assessment data
2. Capacity building through collaboration and planning	Root Cause Analysis and Needs Assessment revealed that we need to practice a higher level of fidelity in our explicit instruction in foundational skills.	John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing	We will improve our knowledge and skill in supporting Benchmark with SIPPS, with fidelity, across K-3 classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans and peer observations with the assistance of an outside consultant/ Literacy Coach by June 2022.	<ul style="list-style-type: none"> ● Monitoring and adjusting of pedagogical practices ● PD Calendar ● SIPPS Assessments ● DIBELS Assessments

<p>3. Capacity building through common assessments</p>	<p>Root Cause Analysis and Needs Assessment revealed that we needed a plan around common assessments in K-3.</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p>We will improve our understanding of students' overall reading performance by building a comprehensive K-3 assessment plan as measured by our District yearly assessment calendar, DBDM, Reading Levels, and DIBELS data with the help of a Literacy Coach by June 2022.</p>	<ul style="list-style-type: none"> ● Common Assessment Calendar ● DIBELS Data ● SIPPS Data ● Monitoring and Adjusting ● Curriculum-embedded assessments
<p>4. Improve vocabulary and access to literature.</p>	<p>Root Cause Analysis and Needs Assessment revealed the need for additional practice in decoding text. Provide increased access to our library for recreational reading materials. Host monthly family reading nights.</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1h4bSewE6Dapo5q_h_Z8cuhRyY03Ff8hNmIpuNSBcCAg/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p>We will work to provide greater access to reading-level appropriate books for each of our students. Our library media tech will work with the primary teachers to make sure that each student has additional reading materials to take home. The library media tech will provide each 1st grade-3rd grade classroom with a time slot during the morning recess. The librarian (Gen. funded) will work with grade levels teams to help front-load themes or concepts. The librarian will meet with each primary class weekly. The Library media tech will work</p>	<ul style="list-style-type: none"> ● Books checked out from the library ● Parent sign-in and feedback forms ● Book bags for our primary students ● Digital book access to our library's digital catalog.

			with approximately 287 students in 13 classrooms.	
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents. https://drive.google.com/file/d/12KfOYf10IU5FHpWbEjBtZUmmO5fCGRnf/view?usp=sharing				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)			
Category 1 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>We need to hire a consultant with experience as literacy coach for the primary grades. Experience with SIPPS, DIBELS, and familiarity with Benchmark Advance.</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	In support of goals 1, 2 and 3, by September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.	Needs to have taught K-3, Reading Specialist certificate, and experience with the Cycle of Continuous Improvement to help guide strategic grouping and better manage pedagogical load. Work	<i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings</i>

		with the staff and administration in developing lesson study design to help coach and develop teachers.	<i>of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers</i>
		John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing	
		John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing	
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link] Link to needs assessment indicating not a priority</i>	Example (rationale): <i>Our school is currently implementing 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</i>

			<i>strength. Therefore, we are not including it in this action plan.</i>
	No action	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	Our school is currently implementing 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.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction	In support of goals 1, 2.3, and 4, by June 2022 professional development provided by our Literacy Coach, will improve our ability to target literacy instruction based on the assessment data.	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	The plan includes planning common assessments, analyzing assessment data, and collaborating to maximize our master calendar and differentiated instruction through professional development led by our Literacy Coach. We would begin collaborating and planning a calendar in the first trimester of 2021, analyzing assessment data by the beginning of the second trimester of 2021 and monitor and adjust to continue this work throughout the remainder of the 2021 school year and into the next year.

<p>and literacy achievement and the use of data to help identify and support struggling pupils.</p>			
<p>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>			
	<p>In support of goals 1, 2 and 3, by June 2022 we will improve our overall knowledge and understanding of the ELA/ELD framework and its implementation through professional development.</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p>The plan includes analyzing assessment data and collaborating to differentiate instruction to work in alignment with the standards laid out in the ELA/ELD framework with the assistance of our SCOE literacy coach. We would begin collaborating and planning in the first trimester of 2021, analyzing assessment data by the beginning of the second trimester of 2021 and monitor and adjust to continue this work throughout the remainder of the 2021 school year and into the next year.</p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

<p>Category 2 Descriptors</p>	<p>Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.</p>	<p>Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p>Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p>	<p>Example (action item): Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By the end of Year 2, May 2022, develop monitoring plan to including data collection to 	<p>Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p>	<p>Example (action item): Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to</p>

	<p>assess implementation of professional learning plan as well as cycles of improvement.</p> <ul style="list-style-type: none"> By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</p>	<p>receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</p>
	No action	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhd50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPl0/edit?usp=sharing</p>	<p>During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p> <p>Or, [Insert Link] link to needs assessment indicating not a priority.</p>	<p>Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p>

and progress and training for school staff regarding the use of those assessment instruments.	No action	John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing	<i>During the needs assessment work, this did not appear to be an area in which we are currently lacking. Therefore, we are not including it in this action plan.</i>
		John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing	

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative</i>

literacy instruction.		<i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<i>assessment data. A literacy coach will be utilized to coach teachers.</i>
	No action	John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPl0/edit?usp=sharing	<i>During the needs assessment work, this appeared as an area we are currently already focused on working on through other means. Therefore, we are not including it in this action plan.</i>
	<i>By September 2021, hire a librarian tech to provide greater access and support in the library for K-3 students, expanding the number of opportunities that K-3 students have in visiting the library.</i>	John Still Needs Assessment https://docs.google.com/document/d/1h4bSewE6Dap05q_h_Z8cuhRyY03Ff8hNmIpuNSBcCAg/edit?usp=sharing	<i>Our team identified the need to help develop a literacy culture that would be school wide to develop stronger reading practices. Increasing the number of books checked out by K-3 students and classes.</i>
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): No action	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our school is currently implementing 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.</i>
	No action	John Still Root Cause Analysis:	<i>During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>

		https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing	
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	Providing a broader range of access to the library to support independent reading for K-3 students. Having monthly family literacy nights targeted for primary grades. School wide and individualized reading incentives for K-3 students.	John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing	Monthly student recognition for students in K-3 who reach their personal goals in reading.

<p>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p><i>During the needs assessment work, this appeared as an area we are currently already focused on working on through other means. Therefore, we are not including it in this action plan.</i></p>
<p>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p>In support of goal 4 by June of 2024, the library technician will provide library access to K-3 students before, during and after school, as well as during recess and lunch to promote reading schoolwide.</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p>Number of books checked out by students/ classes. Tracking the number of pages read by students/ classes.</p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

<p>Category 4 Descriptors</p>	<p>Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.</p>	<p>Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p>Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p>3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.</p>	<p>Example (action item):</p> <ul style="list-style-type: none"> By December 2021, 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. Monthly follow-up training will be provided. By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families. 	<p>Example (action item): As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], 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.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>Example (action item): Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</p> <p>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.</p>
	<p>No action</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment:</p>	<p>During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan. Teachers and students are supported through our Student Support Center staff members including our Director of Student Support, Social Worker and Social Work interns to address student needs in this area. Student workshops, teacher book studies and professional development have been conducted through our onsite department.</p>

		https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing	
3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i>
	No action	John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhd50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing	<i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. We currently have a fulltime Student Support Center run by our Director of Student Support and a full-time Social Worker. They oversee a team of up to five social work interns annually who work with our students using push-in and pull-out support models, small groups, and one-on-one services.</i>

<p>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.</p>	<p>By December 2021 our primary teachers will have met in an Academic Conference to identify targeted data points to measure growth and to help guide intervention. Develop PDSA cycles to guide instructional strategies.</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p>Support teacher-created PDSA cycles, track student progress, and strategically develop an intervention plan as necessary.</p>
<p>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.</p>	<p>Monthly family literacy nights beginning in September of 2021 for grades K-3 , to provide parents with strategies to support their students' reading progress.</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p>Teachers and site administration at our school engage in ongoing partnership with families to promote student learning. We have built partnerships with outside organizations like PIQE to further that parent empowerment and education. This area is already addressed in our site plans and programming.</p>

<p>3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.</p>	<p>Monthly family literacy nights for K-3 families beginning in September of 2021, will provide parents with strategies to support their students' reading progress. Ongoing community/school engagement support from outside community partner(s) - PIQE, 2021-2022.</p>	<p>John Still Root Cause Analysis: https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</p> <p>John Still Needs Assessment: https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</p>	<p><i>Teachers and site administration at our school engage in ongoing partnership with families to promote student learning. We have built partnerships with outside organizations like PIQE to further that parent empowerment and education. This area is already addressed in our site plans and programming.</i></p>

Form Approval - For CDE Use Only

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Budget Approval	CDE Responses
Local Education Agency (LEA) Name	SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Grant Award Amount	\$ 3,093,976.00
CDE Fiscal Analyst Name	Alice Ng
CDE Fiscal Analyst Date Authorized	8/6/2021
CDE Program Monitor Name	Suzie Dollesin
CDE Program Monitor Date Authorized	8/10/2021



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

August 13, 2021

Mr. Jorge A Aguilar
Sacramento City Unified
5735 47th Avenue
Sacramento, CA 95824-4528

Dear Mr. Aguilar

Subject: Early Literacy Support Block Grant: Literacy Action Plan Conditionally Approved

As a grant recipient for the Early Literacy Support Block (ELSB) Grant Program your district has demonstrated a commitment to strengthen, develop, and implement evidence-based literacy instruction and support programs for students in transitional kindergarten through grade three (TK–3) over a period of three and a half years. The California Department of Education (CDE) commends you for your dedication to improving literacy outcomes for your students and support for targeted professional learning in literacy for administrative and instructional staff.

As part of the grant process, your district has chosen to work with the Expert Lead in Literacy to: 1) conduct a Root Cause Analysis, 2) conduct a Literacy Needs Assessment, and 3) develop a Literacy Action Plan for all participating eligible schools during Planning Year 1. The technical assistance provided by the Expert Lead in Literacy for this purpose included a template (which included a rubric), designed to support site and district staff in the development of the three-year Literacy Action Plan to meet the first-year goal of the grant. The template includes excerpts from the authorizing legislation detailing the requirements for each section, as well as examples of evidence to include in the Literacy Action Plan. The template was divided into three sections:

- **Section 1, the Planning Phase:** Required by statute and includes stakeholder engagement, root cause analysis, and needs assessment.
- **Section 2, Literacy Action Plan Components:** Required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned

to the categories in Section 3.

- **Section 3, Categories 1–4:** Includes allowable programs and services, per the grant requirements.

Upon careful review of each participating school site's Literacy Action Plan, and upon notification from your district that the Literacy Action Plans are scheduled to be approved by the governing board or body of the local educational agency at a publicly noticed meeting, the CDE is pleased to inform you that the following school site plan is conditionally approved:

A.M. Winn Waldorf-Inspired

Ethel I. Baker Elementary

John D. Sloat Elementary

John H. Still

Upon notification of local board approval, the CDE will provide final approval and start the process to disseminate the Implementation Year 1 funding for planned activities.

The authorizing legislation (<https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>) requires each local educational agency with an eligible school to provide the CDE, the schoolsite council at each eligible school, and the governing board or body of the local educational agency with quarterly reports demonstrating that it has made expenditures consistent with the approved Literacy Action Plan. These reports shall also be publicly posted on the local educational agency's website.

The authorizing legislation also stipulates that on an annual basis, each local educational agency with an eligible school shall submit to the CDE, the schoolsite council at each eligible school, and the governing board or body of the local educational agency, 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 local educational agency's website.

The authorizing legislation further stipulates that at the end of the second year of grant eligibility, each local educational agency 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 local educational agency may modify the Literacy Action Plan based on this update, consistent with the authorized uses of the grant funds.

August 13, 2021

Page 3

Upon submission of the reports required above, your local educational agency will receive its second- and third-year allocations, as applicable.

Please acknowledge receipt of this notification by returning this communication as an attachment via email at ELSBGrant@cde.ca.gov **within 30 days of receipt of this notice**. Please be sure to check the boxes and sign below to confirm your acknowledgement of the following:

- Per the authorizing legislation (<https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>), I understand that my district and/or school site has a choice to work with the Expert Lead in Literacy, our regional county office of education, an institute of higher education, or directly with the CDE to complete the root cause analysis, needs assessment, and Literacy Action Plan and to provide ongoing technical assistance for the duration of the grant period.
- I understand that my district and/or school site has a choice in selecting instructional materials, and professional development and/or coaching providers on the use of those materials, and associated instructional strategies, based on needs identified in our literacy needs assessment. The selected materials and strategies must be evidence-based and align with the recommendations of the California English Language Arts/English Language Development Framework (<https://www.cde.ca.gov/ci/rl/cf/>).

Signature/Date _____

Additional information about the grant program is available on the CDE ELSB grant web page at <http://www.cde.ca.gov/pd/ps/elsbgrant.asp>. If you have additional questions, please contact the ELSB team at ELSBGrant@cde.ca.gov.

Sincerely,



Aileen Allison-Zarea
Education Administrator
Educator Excellence and Equity Division
CDE



Brent Malicote
Assistant Superintendent
Educational Services
Sacramento County Office of Education

SD: aaz

cc: Becky Sullivan, Project Lead: Expert Lead in Literacy, Sacramento County Office of Education