

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

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

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

LEA Name: Mountain Empire Unified School District

Program Lead: Christi Martelli/Principal

Grant Lead : Sheri Miller Email/Phone: sheri.miller@meusd.org 619-478-5930

Fiscal Lead: Gary Hobelman Email/Phone: gary.hobelman@meusd.org

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

<input checked="" type="checkbox"/> 1. Potrero Elementary Dual Language Academy	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

Supporting Agency or Agencies: ELSB Grant Expert Lead in Literacy

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LEA URL for public posting of ELSB Grant Reports:

<https://www.meusd.org/Departments/Educational->

[Services/index.htmlhttps://www.meusd.org/Departments/Educational-Services/Early-](https://www.meusd.org/Departments/Educational-Services/Early-)

[Literacy-Support-Block-Grant/index.html](https://www.meusd.org/Departments/Educational-Services/Early-Literacy-Support-Block-Grant/index.html)

NOTE: Please indicate N/A in all sections that do not apply.

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

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Our district develops school climate plans based on PBIS principles.	N/A We did not consider this during our root case analysis	Area of strength	N/A
Social-emotional learning	Our district uses Second Step in grades K-6 to support SEL.	N/A	Area of strength	N/A
Experience of pupils below grade-level standard on the ELA content standards	Our district uses Wonders as the core curriculum and did not adopt the supplementary curriculum that Potrero adopted.	Our district recognizes the need to supplement Wonders with additional foundational reading programs. They did adopt Heggerty and plan to fully implement it in 2022-23.	After reviewing best practices for teaching foundational reading skills and looking at our reading data, our Early Literacy Team analyzed our current core ELA program. We noted areas where the core program was deficient in foundational reading skills practice. We created a problem statement and used	The root causes were needs in our current curriculum and instruction, inconsistent assessments or lack of assessments, dual language program concerns, and professional development needs.

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			Jamboard to identify possible root causes as to why our students were not able to read and comprehend grade level complex texts by 3rd grade. We then created a fishbone diagram. Four main possible root causes were revealed.	
Experience of families of pupils below grade-level standard on the ELA content standards	N/A	N/A	N/A	N/A

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Our district is in the process of implementing mClass DIBELS districtwide for K-3. The goal is to fully	Our district does not have a standardized assessment for K-3.	This was not an area of strength	We need an improved curriculum plan including high-quality K-3 literacy teaching and support for literacy learning.

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	implement DIBELS by 2022-23.			
Data on effective practices (<i>reference previous chart</i>)	We will not have common district data for K-3 until 2022-23.	N/A	We are a PBIS school so we have data on effective practices for behavior but not academics.	We need an effective assessment plan including screening, progress monitoring, data collection system, assessment calendar, and data analysis protocols.
Data on ineffective practices (<i>reference previous chart</i>)	We will not have common district data for K-3 until 2022-23.	N/A	N/A	N/A
Equity and performance gaps	N/A	N/A	N/A	We need evidenced based supplemental programs that will support our core ELA program in the area of foundational reading skills.

3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
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<p>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>Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms</p> <p>Goal 2 Collect and analyze valid, predictable data.</p> <p>Goal 3 Create a sustainable Early Literacy program K-3.</p>	<ul style="list-style-type: none"> ● By August 2021, hire a literacy coach to work with students in grades K-3, focusing specifically on foundational reading skills using Heggerty Phonemic Awareness and Foundations curriculum. (Goal 1) ● By September 2021 create a coaching schedule (Goal 1) ● By June 2022, the literacy coach will analyze DIBELS 8/IDEL data 3 times per year to form intervention groups. (Goal 2) ● By June 2022, the literary coach will coach teachers to analyze DIBELS 8/IDEL data and form intervention groups. (Goal 3) 	<p>All teachers K-3 implemented Heggerty and Foundations with fidelity.</p> <p>Metric: Classroom observations and walk throughs.</p> <p>All teachers K-3 utilized and analyzed mClass DIBELS data.</p> <p>Metric: Amplify mClass reports and teacher data conferences.</p>	<p>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.</p> <p>Positive Outcome: A part time coach was hired to coach teachers on new curriculum and assessment data.</p>
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>This was not an area of need.</p>	<p>No action taken with ELSB grant funds</p>	<p>N/A</p>	<p>Our school is currently implementing a state approved core curriculum that includes culturally responsive curriculum and instruction. We have</p>

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				<p>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.</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>		<ul style="list-style-type: none"> ● By September 2021, begin LETRS 2 year professional development training for all teachers, instructional aides, literacy coach, and principal. ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up. (Goal 1- 3) <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness ○ Foundations 	<p>All school staff is enrolled in the 2 year LETRS program. Metric: LETRS site checklist K-3 English and Spanish teachers have implemented Heggerty. K-3 English teachers have implemented Foundations. Metric: Classroom observations and walkthroughs</p>	<p>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 knowledgeable in understanding how students learn how to read. The LETRS training can help us accomplish this. Our teachers will need training in the new supplemental programs and data systems programs we are purchasing as well.</p>

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<p>Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction</p>	<p>N/A</p>	<p>No action taken with ELSB grant funds</p>	<p>N/A</p>	<p>Our school is currently implementing a state approved core curriculum that includes ELD instruction. We have been focused on improving and deepening our implementation of the curriculum. All teachers and school leaders have attended the EL Rise trainings on the English Learner Roadmap, CAFE trainings on integrated and designated ELD instruction in the classroom, and have been GLAD trained. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
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4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

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2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
<p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials</p>	<p>Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms</p> <p>Goal 2 Collect and analyze valid, predictable data.</p> <p>Goal 3 Create a sustainable Early Literacy program K-3.</p>	<ul style="list-style-type: none"> ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up. (Goals 1-3) <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness ○ Foundations ○ CAFE - thematic unit mapping training ○ mClass data system ○ iStation ● By September 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan, as well as cycles of improvement. (Goal 3) 	<p>We have implemented all purchased curriculum as observed by the Literacy Coach. We have used mClass data to form intervention groups.</p>	<p>Through purchasing Heggerty Phonemic Awareness and Foundations 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 this curriculum will allow students to be placed in differentiated groups based on the DIBELS 8 screening assessments.</p>
<p>Purchase of diagnostic assessment instruments to help assess pupil needs</p>	<p>Goal 2 Collect and analyze valid, predictable data.</p>	<p>By August 2021, purchase mCLASS DIBELS 8 and IDEL online assessment system and provide initial and ongoing training of the</p>	<ul style="list-style-type: none"> ● mCLASS DIBELS 8/IDEL data Benchmark complete 3X a year BOY/MOY/EOY ● Assessment calendar ● Data Conference Schedule 	<p>Through purchasing mCLASS DIBELS 8 and IDEL online assessment system, we will provide an aligned assessment and monitoring system that</p>

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and progress and training for school staff regarding the use of those assessment instruments		programs throughout the implementation year. (Goal 2)		can provide targeted reports which will help track and monitor student progress and allow students to be placed in differentiated groups based on the assessment results.
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	N/A	No action taken with ELSB grant funds	N/A	We already have a before and after-school program at our school site funded by ASES. We are working with them to collaborate on ways they can help support our Early Literacy program in the before and after-school programs. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action

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				plan.
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	N/A	No action taken with ELSB grant funds	N/A	Because we are a school-wide Title 1 school, all students receive free breakfast and lunch. We are also located right next to Potrero Library. All our teachers have access to the library. In addition, in the 2019-20 school year we created a leveled reader resource center on campus filled with multiple copies of leveled reading books at all levels aligned to Accelerated Reader. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices,	N/A	No action taken with ELSB grant funds	N/A	We are a PBIS school. All our students fall within Tier 1 of our PBIS program. Student behavior is not a barrier to learning and is not a concern.

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including in-school suspensions, that may limit a pupil’s time in school				
Strategies to implement research-based social-emotional learning approaches, including restorative justice	N/A	No action taken with ELSB grant funds	N/A	Our school uses <i>Second Step</i> social-emotional curriculum. We have had great success with this program. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Expanded access to the school library	N/A	No action taken with ELSB grant funds	N/A	Our school does not have a school library. We utilize the public library next store and have a leveled reader resource center. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.

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

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and supports for pupils and families	N/A	No action taken with ELSB grant funds	N/A	Through our Project Cal-Well Grant, our district has provided training on Compassionate Trauma Responsive Schools. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Provision of mental health resources to support pupil learning	N/A	No action taken with ELSB grant funds	N/A	Through our Project Cal-Well Grant, our district has provided training on Youth Mental Health First Aid USA. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan

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Strategies to implement multi-tiered systems of support and the response to intervention approach	N/A	No action taken with ELSB grant funds	N/A	Our district is currently working with the San Diego Office of Education (SDCOE) on MTSS training. We have a district MTSS team and are creating an action plan to roll out this process to each of our school sites. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	<p>Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms</p>	By June of 2022, we will hire PIQE, a parent engagement training group to offer Literacy training to all our parents. (Goal 1)	N/A	<p>By hiring PIQE, they will provide the following parent trainings on literacy:</p> <ul style="list-style-type: none"> ● Strengthening your child’s literacy skills ● Reading stages and skills ● Purposeful reading strategies 1: Word Recognition strategies ● Purposeful reading strategies 2: Fluency and comprehension ● Purposeful reading strategies 3: Fluency,

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				comprehension, and writing <ul style="list-style-type: none"> ● Supporting your child’s reading program at home
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs	Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms	By June of 2022, we will hire PIQE, a parent engagement training group to offer trainings to parents regarding how to address their student’s literacy needs. (Goal 1)	N/A	By hiring PIQE, they will provide the following parent trainings regarding how to address their student’s literacy needs. <ul style="list-style-type: none"> ● Establishing the collaboration between home, school, and community ● Fostering self-esteem and academic achievement ● Relating positive discipline with academic achievement ● Understanding the school system

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

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
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School climate	Our district develops school climate plans based on PBIS principles and will continue in the 22-23 school year	This is not an area of need	We will continue to implement PBIS and track student behavior through SWIS	N/A
Social-emotional learning	Our district uses Second Step in grades K-6 to support SEL and will continue in the 22-23 school year	This is not an area of need	We will continue to implement 2nd Step for SEL.	N/A
Experience of pupils below grade-level standard on the ELA content standards	Our district will implement Heggerty for phonemic awareness to supplement our core curriculum. We will implement mClass DIBELS for BOY/MOY/EOY assessments. Each school will create intervention groups based on the DIBELS screening data and follow up diagnostic data. Each school will progress monitor to assess effectiveness of interventions. Tier 2 intervention will occur	Train all teachers and literacy TOSAs on DIBELS. All Literacy TOSAs will attend IMSE Orton Gillingham training to guide small group intervention instruction.	We have implemented Heggerty for phonemic awareness and Foundations for phonics to supplement our core curriculum. We have implemented mClass DIBELS for BOY/MOY/EOY assessments. We have created intervention groups based on the DIBELS screening data and follow up diagnostic data. We progress monitor to assess effectiveness of interventions. Tier 2 intervention takes	There are students scoring below benchmark on DIBELS data who do not receive pull out Tier 2 services due to lack of personnel. We need a bilingual literacy paraprofessional to meet the needs of the below level students.

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	as a pull out program by the literacy TOSA.		place daily in each classroom led by the classroom teacher and supplemented with the iStation computer program. Tier 2 intervention also occurs as a pull out program by the literacy TOSA.	
Families of pupils below grade-level standard on the ELA content standards	N/A	N/A	We hosted two literacy meetings for parents through PIQUE.	Our district has discontinued PIQE. For the 22/23 school year, we will host meetings led by district personnel.

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

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Our district is in the process of implementing mClass DIBELS districtwide for K-3. The goal is to fully implement DIBELS by 2022-23.	Staff needs to be trained in common assessments. District wide assessment calendar needs to be implemented.	DiBELS mClass Data K- BOY 94% Well Below/Below EOY 48% WB/B 1- BOY 94% Well Below/Below EOY 73% WB/B	We made progress in decreasing the students well below and below grade level and increased the students at and above grade level. At the

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			<p>2- BOY 90% Well Below/Below EOY 33% WB/B</p> <p>3- BOY 83% Well Below/Below EOY 52% WB/B</p> <p>At the beginning of the year 90% of our students were well below or below grade level.</p> <p>At the end of the year 50% were below and well below.</p> <p>40% of our students progressed from well below/below grade level to at/above grade level.</p>	<p>beginning of the year only 10% of our students were at or above grade level. At the end of the year 50% of our students were at or above grade level. We made progress but 50% of our students remain below grade level.</p>
<p>Data on effective practices (<i>reference previous chart</i>)</p>	N/A	N/A	<p>According to DIBELS mClass data, we are strong in phonemic awareness and decoding. We believe this is due to our implementation of Heggerty and Foundations in our Tier 1 curriculum to supplement our foundational reading skills instruction.</p>	<p>According to DIBELS mClass data, we are weak in fluency and comprehension.</p>

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Data on ineffective practices (<i>reference previous chart</i>)	N/A	N/A	N/A	We implemented Lexia English for ELD. The program was not successful due to technical issues and grade level accessibility. We will discontinue the contract for the 22/23 school year.
Equity and performance gaps	We do not have district data at this time.	N/A	We created a school wide intervention block for all grade levels. We implemented iStation to assess and differentiate to accommodate all students in English and Spanish. We hired an Early Literacy TOSA to target specific areas of need in a pull out program.	In addition to iStation, we need to implement teacher led groups to target specific needs during the intervention block. 50% of our students are below grade level which shows a need for additional intervention services. As stated above, we need personnel to support our students who have not met grade level standards.

9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

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2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
Access to high-quality instruction	<ul style="list-style-type: none"> ● By August 2021, hire a literacy coach to work with students in grades K-3, focusing specifically on foundational reading skills using Heggerty Phonemic Awareness and Foundations curriculum. ● By September 2021 create a coaching schedule ● By June 2022, the literacy coach will analyze DIBELS 8/IDEL data 3 times per year to form intervention groups. (Goal 2) ● By June 2022, the literary coach will coach teachers to analyze DIBELS 8/IDEL data and form intervention groups. 	By August 2022, we will hire a bilingual instructional aide to meet the needs of the students below grade level in K-3 as determined by DIBELS data. Guided by the Early Literacy TOSA, the aide will work with small groups of students in and out of their classrooms.	The literacy coach/intervention teacher (Early Literacy TOSA) is spending most of the time meeting with students and will not be able to meet the needs of the new teachers in the 2022-23 school year. We anticipate four new teachers in the K-3 group and a new ELSB team.	SSC meeting approval notes June 9, 2022 https://drive.google.com/file/d/10BfpMM-xYYNiivE96lna7BsJ0CiqMmCb/view?usp=sharing The Early Literacy TOSA will train and monitor the instructional aide.
Support for literacy learning	<ul style="list-style-type: none"> ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 	There are no changes in the action items for 2022-23.	N/A	Early Literacy TOSA will coordinate professional development for

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	<p>teachers with monthly follow up. (Goals 1-3)</p> <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness ○ Foundations ○ CABE - thematic unit mapping training ○ mClass data system ○ iStation ● By September 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan, as well as cycles of improvement. (Goal 3) 			<p>curriculum and assessment programs for new hires.</p>
Pupil supports	N/A	N/A	N/A	N/A
Family supports	<p>By June of 2022, we will hire PIQE, a parent engagement training group to offer Literacy training to all our parents. (Goal 1)</p>	<p>By May 2023, host two literacy events for parents based on parent interest survey. By September 2022, implement Abound vocabulary development app for parents as part of a</p>	<p>Our district has discontinued the contract with PIQE. Our district has purchased the Abound vocabulary development program for parents of students in grades K-3.</p>	<p>We will plan at least one fall and one spring literacy event to coincide with school wide events such as Back to School Night, parent conference week and Open House. District wide we expect 20%</p>

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		district wide implementation.		participation with the Abound app.
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NOTE: At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a non consent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]