



SCUSD BOARD OF EDUCATION

Early Literacy Support Block Grant Updates: Building toward High Quality Tier One Instruction

Board Meeting
October 3, 2024
Agenda Item No. 9.5

Presented by:

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Acronym Glossary

- **HQI** = High Quality Instruction
- **ELSB** = Early Literacy Support Block Grant
- **SIPPS** = Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- **DIBELS** = Dynamic Indicators of Basic Early Literacy Skills
- **BPST** = Basic Phonics Skills Test

ELSB Grant Overview and Goals

Improving High Quality Tier One Instruction through Structured Literacy

- Section 113 of the Education Omnibus Trailer Bill (**Senate Bill 98**) for the 2020-21 California State Budget appropriated \$50 million to establish the Early Literacy Support Block (ELSB) Grant Program
- CDE examined results for 2018-19 ELA Summative Assessment and identified 75 schools with the **highest percentage of students in grade 3 scoring at a level 1**
- The Goal of the Early Literacy Support Block Grant was to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in **improved student literacy outcomes**
- High Quality Tier 1 Instruction in an MTSS framework includes **a Structured Literacy approach based on the Science of Reading** in the early grades
- LEAs are required to submit a report to the board each year, this is our final report.

Structured Literacy

High Quality Tier 1 Instruction

Structured Literacy Instruction is Systematic and Cumulative

- Systematic- Lessons are organized in a logical way
- Sequence- begins with the easiest concepts/skills and progresses toward difficult
- Cumulative- each lesson builds on previously learned concepts

Instruction is Explicit

- Teaching is direct, intentional, multisensory, and interactive (learning is not implicit or assumed)

Instruction is Diagnostic

- Assessment is ongoing (both formal and informal)
- Teachers look for automaticity

ELSB Grant Recipient - AM Winn - \$563,140

Aim: Improve student foundational reading skills outcomes as measured by the percent of students at grade level proficiency on the Basic Phonics Skills Test (BPST) in grades 1-3.

High Leverage Actions

- Implemented Structured Literacy using SIPPS curriculum in grades 1-3.
- Provided training for staff on trauma-informed literacy practices
- Improved collection and strategic use of literacy assessment data by administering and analyzing PASS, BPST III, and the San Diego Quick
- Strengthened staff knowledge and skills for teaching literacy to our underserved populations by engaging in professional development within and across-grade level PLCs

	2020-2021	2021-2022	2022-2023	2023-24
Kinder	Basic Phonics Skills Test not administered to Kinder Waldorf students			
First	NA	25%	63%	45%
Second	NA	40%	55%	60%
Third	NA	30%	44%	65%

ELSB Grant Recipient - Ethel Baker - \$943,848

Aim: Improve student foundational reading skills outcomes as measured by the percent of students at grade level proficiency on the Structured Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) assessment in grades K-3.

High Leverage Actions

- Implemented Structured Literacy using SIPPS curriculum in grades K-6.
- Teacher teams regularly assessed students using SIPPS diagnostic tools and mastery tests and evaluate progress.

	2020-2021	2021-2022	2022-2023	2023-24
Kinder	The SIPPS Placement test is not given in Kinder			
First	NA	68%	67%	77%
Second	NA	76%	91%	91%
Third	NA	73%	82%	81%

Other Relevant Data Points

- Increase in newcomer ELPAC outcomes
- Decrease in behavior incidents

ELSB Grant Recipient - John Sloat - \$943,848

Aim: Improve student foundational reading skills outcomes as measured by the percent of students at grade level proficiency on the Structured Instruction in Phonemic Awareness, Phonics and Site Words (SIPPS) assessment in grades 1-3.

High Leverage Actions

- Implemented Structured Literacy four times per week using SIPPS curriculum in grades K-3 (expanding to K-6)
- ELSB primary teacher team collaborated regularly to review and analyze SIPPS data each month
- Teachers grew their leadership capacity as they attended ongoing professional development with a focus on developing informed instructional practices

	2020-2021	2021-2022	2022-2023	2023-24
Kinder	The SIPPS Placement test is not given in Kinder			
First	15%	45%	45%	64%
Second	38%	55%	60%	41%
Third	47%	63%	65%	48%

ELSB Grant Recipient - John Still - \$943,848

Aim: Improve student foundational reading skills outcomes as measured by the percent of students at grade level proficiency on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment in grades K-3.

High Leverage Actions

- Implemented Structured Literacy four times per week using SIPPS curriculum in grades K-3 (expanding to K-6)
- Funded library media technician to provide expanded access to the school library
- Teachers grew their leadership capacity by observing one another for peer observations and provided constructive feedback

	2020-2021	2021-2022	2022-2023	2023-24
Kinder	55%	55%	63%	64%
First	45%	45%	53%	64%
Second	38%	38%	38%	41%
Third	39%	39%	47%	48%

Deepening & Sustaining Implementation

ELSB Sites

- Participated in SIPPS Refinement training during August Certificated Preservice
- Continue to implement Structured Literacy using SIPPS
- Continue to implement anti-bias, anti-racist, trauma-informed practices to cultivate inclusive learning environments
- Continue to build capacity for data informed, high quality tier 1 instruction and supports based on common assessments
- Continue to fund libraries and opportunities for children to practice and celebrate reading as funding allows

District

- Invested in SIPPS curriculum for ALL sites serving K-6 students
- Invested in culturally responsive books for all school libraries
- Provided SIPPS training during August Certificated Preservice to ALL teachers serving K-6 students
- Provide site leaders with professional learning around Structured Literacy and the Science of Reading to build literacy instructional leadership capacity
- Support teachers with ongoing professional learning around Structured Literacy and SIPPS implementation
- Train instructional aide staff on Structured Literacy and SIPPS delivery

Questions and Discussion