

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

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

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

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

LEA Name: Alpaugh Unified School District

Program Lead: Ashley Atwell                      Email/Phone: [ashleyallen@alpaughusd.org](mailto:ashleyallen@alpaughusd.org)

Fiscal Lead: Berenice Alvarez                      Email/Phone: [balvarez@alpaugh.k12.ca.us](mailto:balvarez@alpaugh.k12.ca.us)

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

<input checked="" type="checkbox"/> 1. Alpaugh Elementary School	<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.

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<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.
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Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): ELSB Grant Expert Lead in Literacy and Alpaugh Unified Early Literacy Team

LEA URL for public posting of ELSB Grant Reports: Select to enter text.

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

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	Alpaugh Unified is a one-school district therefore the school climate practices and unmet needs of the district are the same at the school level.	Alpaugh Unified is a one-school district therefore the school climate practices and unmet needs of the district are the same at the school level.	The LEA hosts Character Counts luncheons with the Principal. Awards assemblies are held celebrating student achievement at the end of each trimester.	Due to COVID restrictions, students had limited contact and social interaction not only with school staff and peers but also community events and

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				interactions outside the home.
Social-emotional learning	Alpaugh Unified is a one-school district therefore the social-emotional learning practices are the same at the school level.	Alpaugh Unified is a one-school district therefore the social-emotional learning unmet needs are the same at the school level.	Our school currently uses a county social worker who provides SEL support for our entire school/district.	This is not an area of need identified on our Needs Assessment or Root Cause Analysis, however it is our district's intent to continue outside the scope of this grant plan to build an empathetic school culture.
Experience of pupils below grade-level standard on the ELA content standards	Alpaugh Unified is a one-school district therefore the experiences of pupils below grade-level standard are the same at the school level.	Alpaugh Unified is a one-school district therefore the unmet needs of pupils below grade-level standard are the same at the school level.	There is no defined multi-tiered system of support. All support and differentiation falls to the classroom teacher.	With our grant funds, we plan to begin the process of building and implementing a multi-tiered system of support to ensure students at all academic levels receive quality literacy instruction that promotes growth toward mastery of grade level standards.
Experience of families of pupils below grade-level standard on the	Alpaugh Unified is a one-school district therefore the experiences of families of pupils	Alpaugh Unified is a one-school district therefore the unmet needs of families of pupils below grade-	Communication with families of pupils below grade-level standards is dependent on the	Our school lacks a strong support system and communication with families of pupils below grade-level

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ELA content standards	below grade-level standards are the same at the school level.	level standard are the same at the school level.	classroom teacher and varies greatly within the school.	standards. We recognize the need for improvement in providing consistent communication and support for families of pupils below grade-level.
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1. 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	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	In 2020-2021, our school utilized DRA (Developmental Reading Assessments) for K-3 data collection. We had a school wide spreadsheet that was continuously updated and viewable by all teachers and administrators.	The scoring of DRAs was very subjective and results varied depending on the teacher administering the assessment, thus reflecting inaccurate data. Additionally, staff were encouraged by county office of education representatives to move students up a reading level every 2-

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				3 weeks regardless of student performance.
Data on effective practices ( <i>reference previous chart</i> )	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	We do not have data on effective practices.	We do not have data on effective practices due to inaccurate data.
Data on ineffective practices ( <i>reference previous chart</i> )	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	We do not have data on ineffective practices.	We do not have data on effective practices due to inaccurate data.
Equity and performance gaps	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	Alpaugh Unified is a one-school district therefore the strengths and weaknesses of the district are the same at the school level.	The strengths pertaining to equity and performance gaps are dependent on the classroom and teacher chosen interventions.	Our school/district lacks anything systematic that would differentiate and focus on closing performance gaps.

2. 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	Rationale for Positive/Negative Outcome
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			Achievement of the Goal	
<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>We will improve foundational reading skills by providing professional development on current literacy curriculum/instructional materials to deepen teacher understanding of curriculum’s components. Additionally, we will improve student reading outcomes by developing and implementing an assessment plan that is functional at each grade level.</p>	<p>By August 2021, we will hire a Professional Learning Coach/LEAD for Early Literacy (TOSA) to help establish and facilitate a multi-tiered system of support. The Intervention Lead will also provide additional support to teachers and aides with fidelity to improve each students’ foundational reading skills.</p>	<p>100% of TK-3 staff will complete all required training by December 2021. 100% implementation of assessment plan in TK-3 classrooms by August 2021 as well as a schedule of PLC data chats.</p>	<p>Using grant funds, we were able to hire a TOSA as Early Literacy Coach. The Early Literacy Coach established a PD calendar, ensured teacher understanding of curriculum, created and facilitated lesson and assessment plan and calendar, trained instructional support staff and coordinated lessons with TK-3 staff.</p>
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>We will improve foundational reading skills by providing professional development on current literacy curriculum/instructional materials to deepen teacher understanding</p>	<p>By December 2021, K-3 teachers will participate in a McGraw Hill training refresher and review of curriculum components.</p>	<p>Establishing a PD schedule with 100% TK-3 staff completion by December 2021.</p>	<p>100% of staff successfully completed established professional development. However the PD did not adequately achieve the intended</p>

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	of the curriculum’s components for TK-3 staff.			result. Our school recognized additional PD and instructional materials are necessary to improve on students’ foundational skills. Our curriculum is stronger with comprehension and vocabulary skills rather than explicit instruction in foundational skills that our students are not receiving.
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	We will improve foundational reading skills by providing professional development on current literacy curriculum/instructional materials to deepen teacher understanding of the curriculum’s components for TK-3 staff.	<ol style="list-style-type: none"> <li>1. By August 2021, a plan will be established for CORE PD that will provide support in improving and deepening our implementation of our curriculum (Wonders).</li> <li>2. We will purchase supplemental resources to improve instruction as well as intervention for all foundational skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of professional development through CORE.</li> <li>2. Purchase of and SIPPS through Collaborative Classroom.</li> <li>3. Completion of Wonder Works PD with intervention instructional aides.</li> <li>4. Consistent adherence to the PLC calendared dates.</li> <li>5. 100% compliance of</li> </ol>	<ol style="list-style-type: none"> <li>1. Our district chose to utilize a consultant trained by McGraw-Hill (publisher of our core curriculum). The alternate PD was completed in several sessions August through December 2021.</li> <li>2. SIPPS was purchased, PD completed, and daily small group instruction implemented in every</li> </ol>

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		<p>3. By December 2021, the intervention team will complete PD through McGraw-Hill specific to components of Wonder Works.</p> <p>4. By August 2021, our district will develop a monitoring plan with scheduled Professional Learning Communities (PLC) meetings to provide support and collaboration for TK-3 teachers.</p> <p>5. By December 2021, TK-3 teachers will participate in a district created professional development on data chats, strengthening teacher understanding of how to utilize data collected from Lexia, KeyPhonics, DIBELS, and core</p>	<p>all TK-3 teachers in participation of the district created professional development.</p>	<p>TK-3 classroom beginning January 2022. Our students demonstrated their greatest academic gains after this implementation.</p> <p>3. The intervention/ instructional aides and literacy coach did complete the McGraw-Hill Wonder Works training, although student growth was not significant, and resources were redirected to SIPPS implementation.</p> <p>4. Due to complications with COVID restrictions and classes being sent home on quarantine, our school was unable to stick to a PLC schedule.</p> <p>5. COVID restrictions and quarantines complicated our consistent PLC data chats and</p>
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		curriculum assessments.		professional development. However, we did review data and utilize the information to form fluid small-groups receiving differentiated instruction in the foundational literacy skills.
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	We will improve foundational reading skills by providing professional development on current literacy curriculum/instructional materials to deepen teacher understanding of the curriculum’s components for TK-3 staff.	1. By August 2021, a plan will be established for CORE PD that will provide support in improving and deepening our implementation of our curriculum for English Language Arts and English Language Development.	1. Completion of professional development through CORE.	Our district chose to utilize a consultant trained by McGraw-Hill (publisher of our core curriculum). The alternate PD was completed in several sessions August through December 2021.

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3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
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	N/A	N/A	N/A	N/A
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school	We will improve student reading outcomes by developing and implementing an assessment plan that is functional at each grade level.	1. By October 2021, DIBELS will be purchased for assessment used to identify students with a need for intervention. 2. By August 2021,	100% implementation in TK-3 classrooms by August 2021 and scheduled PLC data chats.	1. DIBELS was purchased through Amplify. Amplify's mClass system was utilized to administer the assessment and collect data. 2. SIPPS, DIBELS,

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staff regarding the use of those assessment instruments		KeyPhonics will be purchased and used to assess students' foundational skills. Additionally, it will be utilized as a first screener for students who may need instruction at the Tier II level. It will guide teachers in their next step instruction to meet the needs of each student in their classroom.		and our core curriculum assessments were utilized.
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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 **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'	We will improve student reading outcomes by building a multi-tiered system of support that encompasses explicitly defined best practices, curriculum,	In June 2022, providing summer school to students in need determined by data from KeyPhonics, Lexia, and DIBELS utilizing WonderWorks (or	The measurement of whether this goal was met through this action is 100% dependent on whether or not summer school was literacy based.	Our district held a two week summer school in which a small percentage of students showing the greatest need as reflected in the data collected from

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access to literacy instruction	and interventions based on analysis of student data and adaptation to literacy instruction.	other program to be determined) coordinated by Intervention Lead.		numerous assessments, were pulled from their assigned class to receive intervention utilizing the SIPPS program.
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	This is not an area of need identified in our Needs Assessment or Root Cause Analysis, however it is our district's intent to establish this outside the scope of this grant plan to enhance our literacy culture.	By September 2021, we plan to establish a "learning hub" in our library available to students before, during, and after school. Personnel will be trained and able to support students in their literacy needs.	N/A	N/A
Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school	This is not an area of need identified in our Needs Assessment or Root Cause Analysis, however it is our district's intent to establish this outside the scope of this grant plan to enhance our literacy culture.	We plan to implement Capturing Kids Hearts as a way to build connectedness, a positive school climate, reduce discipline practices, and improve attendance.	N/A	N/A

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Strategies to implement research-based social-emotional learning approaches, including restorative justice	This is not an area of need identified in our Needs Assessment or Root Cause Analysis, however it is our district’s intent to establish this outside the scope of this grant plan to enhance our literacy culture.	Our school currently uses a county social worker that provides SEL support for our entire school district.	N/A	N/A
Expanded access to the school library	This is not an area of need identified in our Needs Assessment or Root Cause Analysis, however it is our district’s intent to establish this outside the scope of this grant plan to enhance our literacy culture.	1.Our school is currently working with Tulare County Office of Education to purchase new books that encourage student engagement with literacy. 2. By December 2021, we plan to purchase new books to build/expand classroom libraries that will encourage student engagement and excitement toward reading. 3. By September 2021, we plan to purchase book sets from Literacy Footprints (or similar company)	N/A	N/A

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		to expand the number of texts available to teachers for classroom use.		
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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 **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	This is not an area of need identified in our Needs Assessment or Root Cause Analysis, however it is our district’s intent to establish this outside the scope of this grant plan to enhance our literacy culture.	Our school currently uses a county social worker and school psychologist that provide SEL support for our entire school district.	N/A	N/A
Provision of mental health resources to support pupil learning	This is not an area of need identified in our Needs Assessment or Root Cause Analysis, however it is our district’s intent to establish this outside the scope of this grant	Our school currently uses a county social worker and school psychologist that provide SEL support for our entire school district.	N/A	N/A

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	plan to enhance our literacy culture.			
Strategies to implement multi-tiered systems of support and the response to intervention approach	We will improve student reading outcomes by building a multi-tiered system of support that encompasses explicitly defined best practices, curriculum, and interventions based on analysis of student data and adaptation to literacy instruction.	By August 2021, a draft of a multi-tiered system of support for literacy will be outlined with clear expectations of support/services and resources to be used. By December 2021, the multi-tiered system of support will be implemented and will serve students as their needs are determined by Key Phonics, DIBELS, and Lexia data.	100% implementation and fidelity to the multi- tiered system of support draft.	Our district has created a document that outlines the programs and curriculums that are expected to be utilized daily during literacy blocks. The document has not been finalized as new resources are being explored during the life of the ELSB grant. We are utilizing the data to determine student needs from DIBELS and SIPPS assessments.
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	This is not an area of need identified in our Needs Assessment or Root Cause Analysis, however it is our district’s intent to establish this outside the scope of this grant plan to enhance our literacy culture.	Our district has and will continue to create plans and a schedule of literacy trainings and education for parents utilizing partnerships with Save the Children.	N/A	N/A
	This is not an area of need identified in our	Our district will create a plan and schedule	N/A	N/A

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Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	Needs Assessment or Root Cause Analysis, however it is our district's intent to establish this outside the scope of this grant plan to enhance our literacy culture.	for parent and community engagement utilizing partnership with Save the Children.		
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6. 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
School climate	Alpaugh Unified is a one-school district therefore the school climate practices and unmet needs of the district are the same at the school level.	Alpaugh Unified is a one-school district therefore the school climate practices and unmet needs of the district are the same at the school level.	Our school did not complete Capturing Kids Hearts training and implementation as anticipated, but is planned for August 2022 to be implemented for school year 2022-23. Our staff collectively strived to encourage student voice and recognition.	There are no clear and defined behavior consequences.



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Social-emotional learning	Alpaugh Unified is a one-school district therefore the social-emotional learning practices are the same at the school level.	Alpaugh Unified is a one-school district therefore the social-emotional needs are the same at the school level.	Our school currently uses a county social worker who provides SEL support for our entire school/district.	This is not an area of need identified on our Needs Assessment or Root Cause Analysis, however it is our district’s intent to continue to utilize outside the scope of this grant plan to build an empathetic school culture.
Experience of pupils below grade-level standard on the ELA content standards	Alpaugh Unified is a one-school district therefore the experiences of pupils below grade-level standard are the same at the school level.	Alpaugh Unified is a one-school district therefore the unmet needs of pupils below grade-level standard are the same at the school level.	Organization of small group literacy instruction allowed students to remain in their classroom but still receive instruction based on their specific needs. This prevented any peer judgement and stigma for being pulled out for intervention. Students demonstrated improved confidence in their reading abilities.	Balancing differentiated instruction based on student need with grade level standards.
Families of pupils below grade-level	Alpaugh Unified is a one-school district therefore the	Alpaugh Unified is a one-school district therefore the unmet	Letters in English and Spanish are sent home detailing	Our school lacks literacy-based family events and additional

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standard on the ELA content standards	experiences of families of pupils below grade-level standards are the same at the school level.	needs of families of pupils below grade-level standard are the same at the school level.	literacy programs students are participating in.	parent communication.
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7. 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	Alpaugh Unified is a one-school district therefore the LEA strengths are the same at the school level.	Alpaugh Unified is a one-school district therefore the LEA weaknesses are the same at the school level.	Student data is collected through Amplify utilizing DIBELS assessments as well as SIPPS Placement/Mastery tests. Previous to this year, our district utilized Developmental Reading Assessments (DRAs) which are quite subjective. Data was gathered on foundational skills only.	While the data is available to teachers and is utilized to create data-driven, differentiated reading groups within the classroom, we did not utilize the data in PLCs or data chats as we intended.
Data on effective practices <i>(reference previous chart)</i>	Alpaugh Unified is a one-school district therefore the LEA	Alpaugh Unified is a one-school district therefore the LEA	All K-3 students were grouped based on collected data. Every	We need to continue collecting data on effective practices

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	strengths are the same at the school level.	weaknesses are the same at the school level.	student/small group received a minimum of 30 minutes a day of foundational skill instruction at their designated instructional level (utilizing SIPPS). Student improvement and growth in 98% of students demonstrates our practices were effective.	outside of SIPPS and WonderWorks instruction.
Data on ineffective practices <i>(reference previous chart)</i>	Alpaugh Unified is a one-school district therefore the LEA strengths are the same at the school level.	Alpaugh Unified is a one-school district therefore the LEA weaknesses are the same at the school level.	Through student data we were able to determine that while WonderWorks is an effective program it did not meet the needs of our students that were struggling with foundational skills.	Although we have not collected data on ineffective practices, we recognize the prevalence of ineffective practices based on lack of growth in our students' data and reading abilities.
Equity and performance gaps	Alpaugh Unified is a one-school district therefore the LEA strengths are the same at the school level.	Alpaugh Unified is a one-school district therefore the LEA weaknesses are the same at the school level.	All K-3 students were grouped based on collected data. Every student/small group received a minimum of 30 minutes a day of foundational skill	Outside of small group instruction with SIPPS lessons, large class sizes effected the abilities of teachers to extensively

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			instruction at their designated instructional level (utilizing SIPPS).	differentiate for students far below and below grade level as well as challenging proficient readers.
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8. 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)]

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	1. By August 2021, our district will develop a monitoring plan with scheduled Professional Learning Communities to provide support and collaboration for K-3 teachers. 2. None	1. By August 2022, our district will develop a tentative monitoring plan with scheduled Professional Learning Communities to provide support and collaboration for K-3 teachers. 2. By December 2022, we plan to purchase a writing curriculum as our school currently has none.	1. Unable to meet original date specified due to classes being sent home on quarantine and lack of substitute availability. 2. We do not currently have a writing curriculum and recognize the strong relationship between reading and writing.	1. Increased availability of substitutes. 2. Improved student writing.

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Support for literacy learning	None	Our district will purchase Handwriting Without Tears and Keyboarding Without Tears for all K-3 students.	Handwriting is a foundational skill that helps students build automatic word recognition. Our students struggle with letter formation. This resource will help students with the alphabetic principle.	100% implementation of Handwriting Without Tears and Keyboarding Without Tears in all K-3 classrooms. We anticipate improved letter and word recognition in our students.
Pupil supports	N/A	N/A	N/A	N/A
Family supports	N/A	N/A	N/A	N/A

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