

# Early Literacy Support Block Grant Annual Report

## Implementation Year 2: 2022–23

### Local Educational Agency Name:

Program Lead: Ashley Atwell      Email/Phone: ashleyallen@alpaughusd.org

Fiscal Lead: Juana Limon      Email/Phone: jlimon@alpaugh.k12.ca.us

Eligible Participating School(s):

1. Alpaugh Elementary	6.
2.	7.
3.	8.
4.	9.
5.	10.

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): ELSB Grant Expert Lead in Literacy and Alpaugh Unified Early Literacy Team

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

**Directions:** For Implementation Year 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) by **July 31, 2023**.

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### Section I: Annual ELSB Report Requirements

**Requirement:** By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

- The school site council at each eligible school

(List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: Alpaugh Elementary – September 13, 2022

- The governing board or body of the LEA

(Provide the date of the governing board meeting: June 23, 2022

- Publicly posted on the LEA’s website, which may be found at the following URL:

(Provide URL here:

<https://www.alpaughusd.org/cms/lib/CA50000673/Centricity/Domain/37/Alpaugh%20Unified%20ELSB%20Grant%20Annual%20Report%20Y1%2021-22.pdf>)

### Section II: How ELSB Funds Were Spent in Year Two

**Directions:** Please use the check boxes to note which of the following categories the LEA expended ELSB grant funds on and list which school sites used funds for those purposes:

- Category 1.** Access to high-quality literacy teaching, including which of the following:

- Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

**Please enter relevant school sites:** Alpaugh Elementary School

- Development of strategies to provide culturally responsive curriculum and instruction.

**Please enter relevant school sites:**

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

**Please enter relevant school sites:** Alpaugh Elementary School

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Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education (SBE) pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

**Please enter relevant school sites:** Alpaugh Elementary School

Comments (optional):

**Category 2:** Support for literacy learning, including which of the following:

Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

**Please enter relevant school sites:** Alpaugh Elementary School

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

**Please enter relevant school sites:** Alpaugh Elementary School

Comments (optional):

**Category 3.** Pupil supports, including which of the following:

Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.

**Please enter relevant school sites:**

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

**Please enter relevant school sites:**

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

**Please enter relevant school sites:**

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

**Please enter relevant school sites:**

Expanded access to the school library.

**Please enter relevant school sites:**

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Comments (optional):

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

Development of trauma-informed practices and supports for pupils and families.

**Please enter relevant school sites:**

Provision of mental health resources to support pupil learning.

**Please enter relevant school sites:**

Strategies to implement multitiered systems of support and the response to intervention approach.

**Please enter relevant school sites:** Alpaugh Elementary School

Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

**Please enter relevant school sites:**

Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

**Please enter relevant school sites:**

Comments (optional):

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### Section III: LEA Support for Eligible Participating School Sites

**Directions:** LEAs that are not eligible participating school sites should complete this section.

1. What supports have the LEA provided to eligible participating school sites?
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?
3. What changes in support are needed as the school sites enter into year three of the grant, if any?

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### Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

**Directions:** For each eligible participating school, please respond to the five questions. Please copy and past the questions for LEAs with more than three school sites.

#### Eligible Participating School #1: Alpaugh Elementary School

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Provide professional development to build teacher capacity for effective instruction in phonics, phonemic awareness, and word recognition.

Administer informative assessments to establish a progress monitoring system in the areas of phonics, phonemic awareness, and word recognition.

Establish a clear multi-tiered system of support (MTSS) which will provide a school calibration of expectations and practices.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

We utilized our informative assessments to monitor student progress and plan instruction accordingly. Teachers became much more comfortable with the Amplify/DIBELS assessment system, were able to effectively complete student testing and review data. We continue to build a strong multi-tiered system of support. We focused heavily on utilizing our literacy aides and teachers to provide daily push-in for tier II support. We were successful in establishing and implementing a consistent schedule that allowed differentiated instruction where every student made growth.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

The metrics we are utilizing are Amplify/DIBELS data and SIPPS Mastery tests. SIPPS Mastery test progress was monitored weekly by the classroom teacher and Early Literacy Coach to establish fluid groups where students continue to receive instruction at their current level.

DIBELS End of Year Data

[https://drive.google.com/file/d/1lyMKdCbL9iiRIIF0I9jzzntzRPI8NRA/view?usp=drive\\_link](https://drive.google.com/file/d/1lyMKdCbL9iiRIIF0I9jzzntzRPI8NRA/view?usp=drive_link)

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

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The SIPPS Mastery test data demonstrates every student made individual gains throughout the school year in their foundation skills knowledge. Additionally, upon reviewing individual student scores for all assessed categories, nearly all (90%) of students made gains. The Amplify data that measures whether a student is Well Below, Below Benchmark, At Benchmark, or Above Benchmark demonstrates a lack of significant growth in our Kindergarten through Third grade students. The most significant growth was a first-grade class with a 10% gain in students performing “At or Above Benchmark.” While students may be gaining knowledge, we are not sufficiently ensuring they are at grade level state expected levels.

5. What changes are needed, if any, as the school site enters into year three?

Limited time was dedicated to PD for teachers in the areas of phonics, phonemic awareness, and word recognition. Next year, we will be more consistent with our scheduled PDs to build teacher capacity. We will continue with our current Amplify assessments during benchmark periods, while further exploring time efficient progress monitoring tools. MTSS Tier II was heavily focused on. We will continue this focus while also strengthening our Tier I instruction.

## **Early Literacy Support Block Grant Annual Report**

### **Implementation Year 2: 2022–23**

#### **Eligible Participating School #2:**

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).
2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.
3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)
4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.
5. What changes are needed, if any, as the school site enters into year three?



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#### **Eligible Participating School #3:**

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).
2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.
3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)
4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.
5. What changes are needed, if any, as the school site enters into year three?