

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

Local Educational Agency Name: **Select to enter text.**

Program Lead: Ashley Atwell

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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 3 (2023-24), 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, 2024**.

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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: September 26, 2023

- The governing board or body of the LEA: Alpaugh School Board

Provide the date of the governing board meeting: August 10, 2023.

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

Provide URL here: <https://www.alpaughusd.org/domain/37>

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

**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

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

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

- 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

- 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

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instruction.

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

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:**

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:**

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:**

Comments (optional):

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

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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:**

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 did the LEA provide to eligible participating school sites in Year 3 of implementation?

N/A

2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan(s)?

N/A

3. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program?

N/A

4. What has the LEA learned as a result of the ELSB grant work that can be applied to current and future support of all school sites?

N/A

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

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

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

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

1. Provide professional development to build teacher capacity for effective instruction in phonics, phonemic awareness, and word recognition. 2. Administer informative assessments to establish a progress monitoring system in the areas of phonics, phonemic awareness, and word recognition. 3. Establish a clear multi-tiered system of support which will provide a school calibration of expectations and practices.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Teachers are confident in administering our assessments and analyzing the relevant data to determine next step instruction. The literacy coach provided professional development that further supported teachers and instructional aides in their personal knowledge about how students learn, the key components of instruction, and how to improve engagement and motivate students to actively participate in their learning. We continued to build a strong multi-tiered system of support focusing on strong tier I instruction, and push-in support for tier II instruction. We continued to implement a consistent schedule that allowed for differentiated instruction in small groups to ensure growth in every student.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

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 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/15fE5gWvb31k7X-r4hFQVXRa145g2\\_TN8/view?usp=drive\\_link](https://drive.google.com/file/d/15fE5gWvb31k7X-r4hFQVXRa145g2_TN8/view?usp=drive_link)

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	DIBELS	54%

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First Grade	DIBELS	64%
Second Grade	DIBELS	34%
Third Grade	DIBELS	42%

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

The SIPPS Mastery test data demonstrates every student made individual gains throughout the school year in their foundational skills knowledge. Upon reviewing individual student scores for all assessed categories, nearly all (92%) of students made gains. The Amplify data that measures whether a student is Well Below, Below Benchmark, At Benchmark, or Above Benchmark demonstrates some growth in our Kindergarten through Third grade students. Kindergarten data demonstrates a drop from 61% of students at or above benchmark at the beginning of the school year to 54% of students at the end of the year. This percentage may be caused by a drop in number of students assessed. First grade had the greatest improvement with 36% of students at or above benchmark at the beginning of the year, and 64% at the end of the year. Second grade began with 26% and improved slightly to 34%. Third grade improved from 22% at beginning of year to 42% at the end of the year. Students are showing independent growth, and if we continue implementing with fidelity, student knowledge and growth will continue to improve.

5. What has been the most notable change as a result of the site's ELSB grant work?

Prior to participating in the ELSB grant, our school site did not have a coherent literacy program or plan. Each teacher taught to the best of their abilities with very little understanding about how to teach children to read. The grant has allowed us to build a foundation for a successful literacy program in which teachers understand the complex components of learning to read, the necessity for explicit instruction implemented with fidelity, and how we can alter our instruction to provide differentiated instruction and meet students where they are.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

The school site will continue to employ a literacy coach to guide new teachers in building their knowledge of teaching students to read as well as building the capacity of returning teachers. The coach will continue to support teachers in analyzing student data and planning next steps instruction to ensure success for each grade level, but more importantly for every single student. Teachers are invested in building their own personal knowledge about how students learn to read and best practices. The site will continue to provide opportunities for teachers to collaborate and stay up to date on literacy research.

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### Eligible Participating School #2:

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.
2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?
3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

<b>Grade Level</b>	<b>Local Literacy Assessment</b>	<b>Current % of Students At or Above Standard</b>
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.
5. What has been the most notable change as a result of the site’s ELSB grant work?
6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?



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### Eligible Participating School #3:

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.
2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?
3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

<b>Grade Level</b>	<b>Local Literacy Assessment</b>	<b>Current % of Students At or Above Standard</b>
Kindergarten		
First Grade		
Second Grade		
Third Grade		

4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.
5. What has been the most notable change as a result of the site’s ELSB grant work?
6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?