

11.02

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

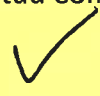
To the Board of Trustees:

Date: August 13, 2024

Subject: California Department of Education Expenditure Quarter 4 Report, from Aptitud Community Academy at Goss Early Literacy Support Block Grant (ELSB), and Literacy Action Plan in year-three of implementation.

Staff Analysis: CDE has awarded Aptitud Community Academy at Goss a grant in the amount of \$613,140. The purpose of the grant and supporting Board approved action plan is to strengthen, develop, and implement evidence-based literacy instruction and support in transitional kindergarten through grade three (TK-3rd) over a period of three-and-half years implementation. In compliance with Early Literacy Support Block Grant (ELSB), the Expenditure Quarterly Report provided for reporting period Quarter 4 FY 2023, demonstrate expenditures are consistent with Aptitud Community Academy at Goss Literacy Action plan.

Recommendation: Information only



Sept 12, 2024

Submitted by: Dr. Dianna Ballesteros

Title: Director of Early Learning

Approved by: Sandra Garcia

Title: Asst. Superintendent, Academic Services

To the Board of Trustees:

Meeting: September 12, 2024
Regular Board Meeting

Information only

Agenda Placement

Emmanuel Barbara
Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: Andres Quinto Seconded by: Munh Piam

Approved: 5 Not Approved: 0 Tabled: 0

Early Literacy Support Block Grant 2023–24 Year-to-Date Expenditure Signature Form

Educator Excellence and Equity Division
California Department of Education

Local Educational Agency: Alum Rock Union School District

Implementation Year 3 (2023–24) Grant Reporting Period:

- ☐ Quarter 1 (July 1, 2023 – September 30, 2023) Report Due October 31, 2023
- ☐ Quarter 2 (October 1, 2023 – December 31, 2023) Report Due January 31, 2024
- ☐ Quarter 3 (January 1, 2024 – March 31, 2024) Report Due April 30, 2024
- ☒ Quarter 4 (April 1, 2024 – June 30, 2024) Report Due July 31, 2024

Budget Revision Request:

A Budget Revision Request Form must be submitted if current planned expenditures exceed 10 percent on any line item. A Budget Revision must be submitted to request carryover of unspent funds. Is a budget revision needed at this time?

☒ Yes ☐ No

Please submit a signed copy of this Signature Form, along with a completed Grant Expenditure Form (Excel file) to ELSBGrant@cde.ca.gov.

By signing below, you acknowledge you have reviewed the information entered into this Signature Form and the Grant Expenditure Form (attached). By signing below, you acknowledge the data contained in this report is true and accurate, to the best of your knowledge and that any program results are supported by documented deliverables (i.e. professional development/products) on file at the local educational agency.

Grant Project Coordinator Name: Dr. Dianna Ballesteros

Grant Project Coordinator Signature: Dianna J.
Ballesteros

Digitally signed by Dianna
J. Ballesteros
Date: 2024.07.31
16:21:27 -07'00'

Date Signed (if not included in electronic signature):

Fiscal Agent Name: Maria Bonilla

Fiscal Agent Signature: Maria Bonilla

Digitally signed by Maria
Bonilla
Date: 2024.07.30
17:49:36 -07'00'

Date Signed (if not included in electronic signature):

Local Educational Agency (LEA) Information

Early Literacy Support Block Grant
Educator Excellence and Equity Division
California Department of Education

LEA Information	Please Type LEA Information Below
LEA Name:	Alum Rock Union School District
Project Coordinator:	Dr. Dianna Ballesteros
Project Coordinator Telephone Number:	408-928-7290
Project Coordinator Email Address:	dianna.ballesteros@arUSD.org
Fiscal Agent Contact:	Maria Bonilla
Fiscal Agent Telephone Number:	408-928-6856
Fiscal Agent Email Address:	maria.bonilla@arUSD.org

Year-to-Date (YTD) Form

Fiscal Year 2023-24

Early Literacy Support Block Grant
Educator Excellence and Equity Division
California Department of Education

Object Code	Object Code Description	Approved Implementation Year 3 Budget	Quarter 1 Expenditures	Quarter 2 Expenditures	Quarter 3 Expenditures	Quarter 4 Expenditures	Cumulative Expenditures	Unspent Balance
1000	Certificated Salaries	\$198,630.00	\$17,004.36	\$28,999.26	\$27,555.00	\$32,579.60	\$106,138.22	\$92,491.78
2000	Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000	Employee Benefits	\$71,687.69	\$5,135.28	\$10,403.23	\$10,061.10	\$10,720.50	\$36,320.11	\$35,367.58
4000	Books and Supplies	\$64,879.10	\$0.00	\$3,603.90	\$17,293.22	\$128,934.69	\$149,831.81	-\$84,952.71
5000	Services and Other Operating Expenditures (excluding Subagreements for Services 5100)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5100	Subagreements for Services (not subject to Indirect costs)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5200	Participant Travel/ Project Staff Travel	\$10,000.00	\$0.00	\$0.00	\$0.00	\$2,550.00	\$2,550.00	\$7,450.00
5800	Professional/Consulting Services & Operating Expenses	\$48,976.71	\$0.00	\$0.00	\$0.00	\$38,669.62	\$38,669.62	\$10,307.09
6000	Capital Outlay (not subject to indirect costs)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7000	Indirect Costs	\$25,305.94	\$1,421.36	\$2,761.01	\$3,524.86	\$13,703.77	\$21,411.01	\$3,894.93
Totals	Totals calculate automatically	\$419,479.44	\$23,561.00	\$45,767.40	\$58,434.18	\$227,158.18	\$354,920.77	\$64,558.67

Quarter 4 Budget Narrative Form Implementation Year 3 Quarter 4 (April 1 - June 30)

Early Literacy Support Block Grant
Educator Excellence and Equity Division
California Department of Education

Object Code	Object Code Description	Description	School Site or LEA Name	Expenditures
		Salary for Literacy Coach - Literacy Team, Melissa Gonzalez \$ 27,555 Melissa Gonzalez was paid to provide literacy intervention to students in grades TK-3rd and to fulfill all duties related to her role of literacy coach.		
		Substitute time paid on 5/10/24, 6/10/24 & 6/28/24 \$ 4,553 Multiple substitutes were retained to release classroom teachers in order to attend professional development training in SIPPS, our foundational literacy skills curriculum.		
1000	Certificated Salaries	Extended Duty for Melissa Gonzalez paid on 5/10/24 \$ 471.60 Melissa Gonzalez was paid extended duty to attend literacy grant meetings held by the state every month in order to work on the LCRSET grant materials both in the meetings and to complete work outside of the meetings.	Aptitud	
2000	Classified Salaries			\$ 32,579.60
3000	Employee Benefits	Related Benefits to Literacy Coach salary and additional time.		\$ 10,720.50
4000	Books and Supplies	CENTER FOR THE COLLABORATIVE \$34,931.16 + \$ 7,326.44 SIPPS 4th edition Beginning Level Package These materials were used to ensure that all grade levels had complete sets of SIPPS materials in grades TK-8th grade. Before this we only had materials for 1st-3rd and some of the teachers did not have complete sets. The teacher editions of all levels (beginning, extension, challenge and plus) ensure that all teachers could teach the necessary levels to differentiate phonics instruction to their students. Along with teacher editions we purchased a large array of reproducible materials such as the trace and write books, decodable texts, sight word cards, sound cards, wall cards and story posters so that teachers could easily refill their classroom supply of materials in order to provide targeted phonics instruction to all learners. SCHOLASTIC INC. \$ 71,085.22 Guided Reading Sets These materials are used to provide robust sets of texts to supplement small group reading in grades 1st-3rd and intervention support. They are also used to improve classroom libraries through the addition of high interest and authentic texts. These materials tied into another one of our school goals of improving reading comprehension and student motivation in reading. Teachers received multiple sets of texts to support differentiation in reading comprehension as well as high interest titles for their libraries. SCHOOL SPECIALTY LLC \$ 2,599.85 Book Cases/Storage These materials included book case and storage to house SIPPS materials (to support our foundational literacy goal) and all the the Scholastic materials (to support our reading comprehension goal). This included a variety of book cases/ shelves that would allow teachers to easily organize and store their materials for ease of use in the classroom.		\$ 128,934.69
5000	Services and Other Operating Expenditures (excluding Subagreements for Services 5100)			\$ 0.00
5100	Subagreements for Services (not subject to indirect costs)			\$ 0.00
5200	Participant Travel/ Project Staff Travel	LITERACY RESOURCES LLC \$ 2,550 Phonemic Awareness Professional Development This professional development Included three separate webinar trainings to support teachers in how to deliver phonemic awareness instruction for their grade level. Three separate trainings were held: TK/ k, 1st-3rd and Intervention. Teachers attended the training that pertained to their level in order to learn how to use Heggerty materials that they received in previous years to support implementation. This aligned with our goal of improving foundational literacy teaching skills.		\$ 2,550.00
5800	Professional/Consulting Services & Operating Expenses	CONSORTIUM ON REACHING \$ 24,013.35 CORE LEARNING WILL PROVIDE IN-PERSON AND VIRTUAL PROFESSIONAL LEARNING THAT WILL EQUIP EDUCATORS WITH THE TOOLS THEY NEED TO ADVANCE RIGOROUS LITERACY INSTRUCTION BY PROVIDING HIGH-QUALITY MATERIALS, AND EFFECTIVE ASSESSMENTS AT APTITUD ELEMENTARY This professional development contract included year long training and support from a curriculum coach to support in the execution of planning sessions with the literacy coach and administrators to create and implement a plan to train teachers in delivering SIPPS instruction (foundational literacy skills). Through monthly meetings with the coach, whole staff trainings, and grade/ curriculum level specific trainings (for which we retained and paid many substitute teachers), we were able to reach our goal of extending foundational literacy training from TK-3rd to schoolwide TK-8th. CENTER FOR THE COLLABORATIVE \$ 14,656.27 7-year access to all digital resources on the Learning Portal. This expenditure provides teachers with online access to all digital SIPPS resources for an extended period of time. The digital resources include decodable texts, lesson plans and allows for student tracking of groups in a streamlined way. It provides a different format that allows teachers the opportunity to access and track their student data.		\$ 38,669.62
6000	Capital Outlay (not subject to indirect costs)			\$ 0.00
7000	Indirect Costs		8.42%	\$ 13,703.77
Totals	Totals calculate automatically			\$ 227,188.18

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: **Alum Rock Union SD**

Program Lead: Dianna Ballesteros

Email/Phone: dianna.ballesteros@arUSD.org

Fiscal Lead: Maria Bonilla

Email/Phone: maria.bonilla@arUSD.org

Eligible Participating School(s):

1. Aptitud Community Academy at Goss	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

Supporting Agency or Agencies (i.e., Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): Mary Katayama, Coordinator, English Language Arts, English Language Development, and Literacy, Santa Clara County Office of Education.

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 inclusive supplemental activities targeted for kindergarten and grades one to three.

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 by **July 31, 2024**.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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** of the school site council meetings where the annual ELSB report was provided:

Aptitud Community Academy at Goss provided the ELSB annual reports during the school site council.

The dates are provided below:

- April 25th, 2023, for the prior year
- December 19th, 2023 & April 23rd, 2024

- ☒ The governing board or body of the LEA

Provide the date of the governing board meeting: Quarterly 3 Year 3 Report was presented to the Board of Trustees for approval on June 13, 2024.

- ☒ Publicly posted on the LEA's website, which may be found at the following URL: <https://www.arusd.org/district/departments/business-services/budget-information>

Provide URL here: <https://www.arusd.org/district/departments/business-services/budget-information>

Section II: How ELSB Funds Were Spent in Year Three

Directions: Please use the checkboxes 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: Aptitud Community Academy at Goss

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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

Please enter relevant school sites: Select to enter text.

☒ 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: Aptitud Community Academy at Goss

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

Please enter relevant school sites: Aptitud Community Academy at Goss

Comments (optional): Select to enter text.

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

☒ The purchase of literacy curriculum resources and instructional materials should be 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 effectively using these materials.

Please enter relevant school sites: Aptitud Community Academy at Goss

☐ Purchase diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding using those instruments.

Please enter relevant school sites: Aptitud Community Academy at Goss

Comments (optional): Select to enter text.

☐ **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: Aptitud Community Academy at GossSelect to enter text.

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

Please enter relevant school sites: Aptitud Community Academy at Goss

☒ 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: Aptitud Community Academy at Goss

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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

Please enter the relevant school sites: Aptitud Community Academy at Goss

X Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

Comments (optional): Aptitud Community Academy at Goss

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

☐ Development of trauma-informed practices and support for pupils and families.

Please enter relevant school sites: Aptitud Community Academy at Goss

X Provision of mental health resources to support pupil learning. Aptitud has an onsite Wellness Center.

Please enter the relevant school sites: Aptitud Community Academy at Goss.

X Strategies to implement multitiered systems of support and the response to intervention approach. Alum Rock LEA has included in our LCAP goals: Create & implement a Multi-Tiered System of Support across the district that ensures the well-being of staff, students, & their families. This asset-based approach will allow all members of the ARUSD community to have appropriate access to tiered academic, behavioral, & social-emotional support.

Please enter relevant school sites: Aptitud Community Academy at Goss

X Development of literacy training and education for parents to help develop a supportive literacy environment in the home. Aptitud continues to support families by providing school-home-connection materials that align with the literacy environment to be used in the home.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

Comments (optional): Select to enter text.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs not eligible for participating school sites should complete this section.

1. What supports did the LEA provide to eligible participating school sites in Year 3 of implementation?

Select to enter text. Alum Rock-LEA supported the high-quality language and literacy in Aptitud programs by taking active roles in working together to improve our schools and students in the development of language and literacy comprehension and usage. The LEA supported choices and resource allocations that build staff capacity and engagement practices to collaborate and continuously improve.

How have the supports impacted the goals noted in the school sites' Literacy Action Plan(s)? Collaborative planning, implementation, and oversight continue to be guided by a representative leadership team that includes students, families, teachers, other school staff, our Principal, community partners, and our work with our County Office of Education. Select to enter text.

2. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program? Our LEA continues to support the ELSB work on continuous improvement by working with our County Office of Education in Santa Clara County's Coordinator, English Language Arts, English Language Development, and Literacy School Climate, Leadership & Instructional Services Department Professional Learning & Support Division California Collaborative for Learning Acceleration Santa Clara County Office of Education.

Select to enter text.

3. What has the LEA learned from the ELSB grant work that can be applied to current and future support of all school sites?

A foundational literacy skills curriculum in the early grades is critical to reading success. Explicit instruction in phonemic awareness, phonics, and sight words is essential, and it needs to be taught consistently and with coherence across grade levels. Rather than having many different curriculums, maintaining coherence through the same high-quality curriculum over time will lead to gains. Additionally, instruction continues beyond foundational skills. Reading comprehension, fluency, and language development are significant areas that we need to analyze and support our teachers and students with.

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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

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

Eligible Participating School #1: Select to enter text.

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

1. Provide explicit, systematic phonemic awareness and phonological awareness instruction. 2. Improve student fluency and accuracy through systematic phonics instruction. 3. Provide structured comprehension instruction and explicit academic vocabulary.

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

We purchased Heggerty Phonemic awareness training to support the implementation of the materials purchased in year 2. We continued to improve our walk-to-read model to help students receive targeted systematic phonics instruction by hiring a SIPPS curriculum trainer to support a year-long teacher training plan and purchasing more SIPPS materials so teachers can access what they need—purchased small group reading materials and library materials to support the reading comprehension and vocabulary goal.

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

Benchmark level screener

DIBELS

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 each grade level's proficient (at or above standard) range.

Use Benchmark & Aptitud DIBELS tracker 23-24

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	Benchmark BOY	n/a	Benchmark EOY	32%
First Grade	DIBELS BOY 23-24	21%	DIBELS EOY 23-24	53%
Second Grade	DIBELS BOY 23-24	32%	DIBELS EOY 23-24	46%
Third Grade	DIBELS BOY 23-24	41%	DIBELS EOY 23-24	43%

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

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

We focused our assessment data collection on 1st-3rd grade because these grades had reached full implementation of our systematic foundational literacy skills curriculum, SIPPS. At the beginning of the year, 21% of students in 1st grade scored in the "minimal risk" and "negligible risk" categories, which aligned with students being "at or above" grade level. At the end of the year, 53% of these 1st graders scored minimal and negligible risk, increasing 32% at or above grade level. In 2nd grade, the grade level began with 32% of students in the minimal and negligible risk category and ended the year at 46%, increasing by 14% in students at or above. In 3rd grade, students began with 41% in the minimal and negligible risk category and ended the year at 43%. 3rd grade increased by 2%. Kindergarten administration of assessments was inconsistent due to rotating substitutes and extenuating factors from a teacher's leave of absence.

5. What has been the most notable change due to the site's ELSB grant work?

We are implementing systematic phonics instruction through SIPPS, teacher training, and increased achievement scores over time. We have fully implemented SIPPS through this grant in the 1st to 3rd grade. We have also formally trained and re-trained teachers in TK-3rd grade in the SIPPS curriculum. The most notable change is that we see significant increases in foundational literacy skills from students taught the curriculum across multiple years.

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

We will refine our systems to support schedule changes and promote sustainability even during personnel changes. We will also expand our program schoolwide to serve more learners. We will also be digging into older students and how to provide instruction that leads to more significant gains. The data shows that the 3rd grade made less progress; we will dig into the reasons for that and plan accordingly.