

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Alum Rock Union SD

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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.): Alum Rock USD

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 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: Aptitud Community Academy at Goss, 4/25/23)

- ☒ The governing board or body of the LEA

(Provide the date of the governing board meeting: June 9, 2023)

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

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

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: Aptitud Community Academy at Goss

- ☐ 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

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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: Select to enter text.

Comments (optional): Select to enter text.

☒ **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: Aptitud Community Academy at Goss

☐ 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: Select to enter text.

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: Select 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: Select to enter text.

☐ 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: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

☐ Expanded access to the school library.

Please enter relevant school sites: Select to enter text.

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Comments (optional): Select to enter text.

☐ **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: Select to enter text.

☐ Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

☐ 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: Select to enter text.

Comments (optional): Select to enter text.

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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?
Alum Rock supports Aptitud's Literacy Goals with engaging and enriching extended day programs, tutoring opportunities as well as Spring Break and Summer extended year programming.
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?
Students who utilize our extended learning programs not only have more exposure to enrichment activities, we see an increase in reading interest and progress toward standards.
3. What changes in support are needed as the school sites enter into year three of the grant, if any?
Aptitud Community Academy would benefit from opportunities to collaborate and long term plan as a team. This has been a challenge over the last 3 years because of the lack of substitute teachers available to us.

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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: Aptitud Community Academy at Goss

1. The “big picture” goals stated in the Literacy Action Plan (which 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. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Purchased and implanted Heggerty Phonemic Awareness lessons in all classrooms grade TK -3rd. Continued to improve our walk-to-read model to support students in received targeted systematic phonics instruction.

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.)

Benchmark Level Screener: 40.13% of students are reading at grade level benchmark. This is improved from 22.43% in the 21-22 school year. This year we implemented the DIBELS assessment tools to more accurately track students progress in foundational skills. In the Fall, 29.1% of students were showing no or minimal risk as measured by the DIBELS composite score. In the Spring, 29.5% of students showed no or minimal risk.

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

When we analyzed the metrics, specifically the DIBELS score we found that studens were making progress. Even if they neglected to jump proficiency bands students were making adequate growth within the band. The challenges that arose by looking at the data was to hone in on ways to accelerate student progress. Another area of focus would be in 3rd grade, where the gap has widened significantly and students need a higher level of intervention to support these gaps.

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

We are excited to continue on with the intervention model we began of January 2023. Also, we have relflected on the student needs in each of the grade level and plan to

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utilize specific resources for each students' needs. Also, we look forward to partnering with CORE for teacher PD around deepening our vocabulary practices.



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

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ELSB ADDITIONAL INFORMATION REQUIRED

AUGUST 17, 2023

Section III: LEA Support for Eligible Participating School Sites.

Question 1: What support did the LEA provide specific to the ELSB grant?

LEA Leveraged State funds and grants integrated into the ELSB goals, providing substitutes in challenging times and shortages. Enhanced learning programs in our district: Including and prioritizing language and literacy enrichment programs before and after school, summer school, and intersession learning programs aligned with ELSB goals, but with an extended 9-hour-day for all students TK-6th grade, the dosage of learning has increased, we align with our educational partners the importance of Literacy.

Fiscal Services: Alum Rock Union Elementary School District provided fiscal services support, assigning the Administrator of Fiscal Services as part of the ELSB team to prepare and analyze the expenditure reports, prepare the final, and ensure all the pieces get posted on the ARUSD website. Supporting purchase orders and ensuring the ELSB budget is used for its intention.

Early Learning Services Alum Rock Union Elementary School District: The Director of Early Learning supports ELSB from the start, attending meetings throughout the ELSB grant. Taking opportunities with some of the SCOE shared learning sessions offered throughout the year (LETRS). We worked closely with the Principal, Vice Principal, Coach, and the ELSB teaching team at Aptitud Community Academy at Goss-TK-8th grade. Our team leads and prepares all the Board of Trustee reports, expenditures, and all aspects of the ELSB project to present for information and get approval from the board and superintendent at designated board meetings.

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

Question 2: Please provide more information about the actions taken to lead to the progress you are seeing. Break it down and list the steps for each goal you stated in Question 1. How do the funds referenced in Section II relate to these actions?

1. Provide Explicit, systemic phonemic awareness and phonological awareness instruction by partnering with Collaborative Classroom-SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) research-based foundational skills program proven to help both new and struggling readers in grades TK-3, including English learners and students identified with dyslexia. (SIPPS) Funds supported evidence-based professional development for teachers, instructional aides, and school leaders for literacy instruction.
2. Improve student fluency and accuracy through systemic phonics instruction by implementing and getting professional development and participating in Heggerty Curriculum, which includes explicit instruction in the

Hilaria Bauer, Ph.D., Superintendent

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following phonological and phonemic awareness skills for grades TK-3rd: Rhyming, Initial Phoneme Isolation, Blending, Isolating final and medial phonemes (sounds), Segmenting, Adding Phonemes, Deleting Phonemes, Substituting Phonemes. Funds were spent on hiring our literacy coach and instructional aids to provide small groups and individual support to students who needed more, including multilingual reading specialists to support multilingual learner programs (usually called "English Learners").

3. Provide structured comprehension instruction and explicit academic vocabulary by instructing with the learned precise vocabulary routine: Pronounce it, write it, read it. Call attention to the word's pronunciation and spelling. The teaching teams encouraged students to pronounce and write the word, checked on student pronunciation, pointed out relevant regular and irregular spelling patterns, and gave a student-friendly definition. Give a meaning using words that students will understand. Use concrete examples, pictures, videos, and gestures. Explain the word's connection to other words. Say more about the word, using the word in sentences and explaining if there are any multiple meanings of the word. Discuss the word's part of speech and how to use the word in sentences—asking students yes or no questions about the word. Ensuring the students use the word in the correct context.

[Question 5: Based on the data you analyzed, please describe the plans and resources to utilized at each grade level, particularly in grade levels where the gap is widening or remaining stagnant.](#)

This year's focus is on vocabulary/comprehension; we will continue to partner with CORE and Heggerty, work with our coach, deepen best practices, and look into other supplemental resources such as TK-3rd-Ventris Learning from the University of Florida Literacy Institute-UFLI foundations teachers manual, a systemic phonics program. Along with Wilson Language Training Foundations TK-K Activity Sets. 2nd -5th Great Reading tools for teaching reading –classroom set-up with virtual components. Adding Professional Development for each resource is in the planning for year 3; professional development for all staff is aligned with each resource so that effective instruction is understood and practiced.

We are considering using Imagine Learning as a data point - benchmark assessment 3x per year. TK-2nd grade purchase by district - use ELSB funds to purchase additional Heggerty subscriptions.