

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: June 23, 2022

Subject: Submission of Early Literacy Support Block Grant (ELSB) Annual Report

Staff Analysis:

On an annual basis, Alum Rock Union Elementary School District, grantee school Aptitud Community Academy presents to the Board of Trustees a report on achievement towards the actions and goals described in The Literacy Action Plan Board approved on July 8, 2021. CDE awarded Aptitud Community Academy at Goss a three-year grant for \$613,140 in 2021. The purpose is to improve literacy instruction in grades TK-3rd identified needs within the Aptitud community. The action plan aims to develop coherent systems to support teacher learning, family engagement, and student instructional practices. This Annual Report is year one, 2021-2022.

Recommendation: Information Only

Submitted by: Dr. Dianna Ballesteros

Title: Director, Early Learning

Approved by: Barbara Campbell

Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Meeting: July 21, 2022
Regular Board Meeting

Information Only

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

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 between **June 30, 2022** and **July 31, 2022**.

LEA Name: Alum Rock Union School District

Program Lead: Dianna Ballesteros

Email/Phone: dianna.ballesteros@arUSD.org

Fiscal Lead: Teresa DeCelles

Email/Phone: teresa.langner@arUSD.org

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

☒ 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. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): ELSB Grant Expert Lead (SCOE)

LEA URL for public posting of ELSB Grant Reports:

<https://www.arUSD.org/district/departments/business-services/budget-information>

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

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1. 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	PBIS schools with PLC Panorama Survey	Shortage of staff Campus Safety concerns Lack of time for teacher PD and planning	PBIS school Little Heroes PE classes Gator Gathering virtual assemblies	Shortage of staff Lack of time for teacher PD and planning
Social-emotional learning	SEL curriculum at the elementary level (Kimochis)	High SEL needs returning from the pandemic	Full time school counselor Kimochis Lessons	High SEL needs from online learning Students need personal connection
Experience of pupils below grade-level standard on the ELA content standards	After school virtual interventions Campus Pods offered for in person learning Summer School Offerings Family Resource Centers Linkages to outside services	Lack of cohesive curriculum and materials that cover the foundational components of Literacy	Campus Pod for in person learning online lessons and interventions	Need to offer more structured instruction to address phonics and phonemic awareness More structured language practice

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	School Link Supervisors Support			
Experience of families of pupils below grade-level standard on the ELA content standards	Quarterly Teacher/Parent conferences SST (Student Success Team) meetings Parent University (semiannually)	Socioeconomic challenges of the pandemic Need to return to inperson offerings for parents to engage in trainings lack of internet connectivity blocks families from participating in online meetings	Parent/ Teacher conferences or SST meetings Springboard (Reading intervention) Family Workshops	Need to return to inperson offerings for parents to engage in trainings lack of internet connectivity blocks families from participating in online meetings

2. 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	District provided limited in person support for some of high need students (foster care,	13% on grade level as measured by the FastBridge (2nd and 3rd grade)	Students are successful word callers 60% at level on DIBELS Word Reading	Students have difficulty with blending of sounds, vocabulary, and fluency

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	unhoused youth, and English learners) 52 Care Pods were rolled out to serve 534 students, two care pods for students with autism, where student received in-person speech and language support (LCAP, 2021-2022 Plan)		High accuracy with high frequency words 57% of students know grade level words	High percentage, 76% of students do not know their letter sounds
Data on effective practices (reference previous chart)	N/A	Core Curriculum does not address the key pieces of literacy instruction	Family Reading workshops through Springboard Tutoring, 77% of students made progress in their reading level during the program Family Reading workshops Reading Partners Tutoring 82% of students made growth throughout the year	Core Curriculum does not address the key pieces of literacy instruction
Data on ineffective practices (reference previous chart)	N/A	With using our Core Curriculum students are not performing, district wide 13% of students	N/A	With using our Core Curriculum students are not performing, 9% of students reading on grade level

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		performing at grade level		
Equity and performance gaps	Plan to use targeted interventions and expanded learning opportunities to reach students' needs to enter text.	There is a disparity between the above average students and the intensive. There are the students that know and can read and students that struggle and rely on strong instruction are not performing	Plan to use targeted interventions and expanded learning opportunities to reach students' needs	There is a disparity between the above average students and the intensive. There are the students that know and can read and students that struggle and rely on strong instruction are not performing

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 access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
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<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 TK - 3 readiness to read through addressing foundational skills (letter knowledge, phonemic awareness, and phonological awareness) by using explicit instruction based on a cohesive scope and sequence (SIPPS and Heggerty), giving daily practice and carefully selecting practice texts as measured by the students showing grade level mastery on Reading Foundations skills assessments (SIPPS) by June 2022. We will improve TK - 3rd grade students' fluency and overall decoding skills by implementing an explicit, research based phonics program</p>	<p>In support of goal 1 and 2 by September 2021 we will hire a literacy coach, (paid extended duty for a teacher leader for Year 1) to focus specifically on foundational reading skills using the SIPPS curriculum. We will monitor student impact in these areas through the SIPPS mastery assessments and Fastbridge Grades 2 and 3.</p>	<p>Benchmark Level Screener 13.6% -> 26.83%</p> <p>Fastbridge Benchmarks 44% -> 39%</p> <p>SIPPS Mastery 60% of students are showing mastery in readiness to read at their level</p>	<p>Increase in Reading Level Screener. We believe this is due to shifting practices in our Literacy Instruction block and teachers using small group reading with fidelity.</p> <p>Decrease in auto Reading scores in 2nd and 3rd grade We believe these scores are impacted by attendance, pause in SIPPs instruction due to isolating cohorts, and getting a late start to SIPPS instruction.</p> <p>Increase in students progressing with their foundational skills peer SIPPs mastery skill. We believe this is due to the structured time implementing the SIPPs program</p>
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	(SIPPS) as measured by a fluency assessment by June 2022.			
Development of strategies to provide culturally responsive curriculum and instruction	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.
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 TK - 3 readiness to read through addressing foundational skills (letter knowledge, phonemic awareness, and phonological awareness) by using explicit instruction based on a cohesive scope and sequence (SIPPS and Heggarty), giving daily practice and carefully selecting practice texts as measured by the	In support of Goal 1 ,2 and 3 we will enroll all TK-3 teachers in COREs Online Elementary Reading Academy by September 2021.This supports the goal by engaging teachers in evidence-based professional learning which will enable them to provide stronger instruction in reading foundations,	100% of teachers, TK-3 completed the OERA course	This action item proved to be supportive for teachers. In planning meetings, teachers were able to speak to strategies and structures to bring into the classroom to improve literacy instruction.

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	<p>students showing grade level mastery on Reading Foundations skills assessments (SIPPS) by June 2022. We will improve TK - 3rd grade students' fluency and overall decoding skills by implementing an explicit, research based phonics program (SIPPS) as measured by a fluency assessment by June 2022.</p>	<p>comprehension and vocabulary. We will monitor student impact in reading foundational skills through the SIPPS diagnostic and mastery assessments.</p> <p>In support of goals 1, 2 and 3 we will provide collaboration release days for our team, hiring substitute teachers to allow for extended time together. We will collaborate as a team on a monthly basis. The focus will be on data analysis and adjusting our instructional practices based on what the data will show. We will monitor the student</p>	<p>We held 0/10 collaboration meetings for the 21-22 school year</p>	<p>During the 21-22 school year we were unable to hold monthly release days for teachers. This was due to the continuing COVID19 Pandemic and staff shortage across the district.</p>
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		impact on reading foundational skills, comprehension and vocabulary knowledge throughout the life of the grant.		
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	N/A	N/A	N/A	As seen in our root cause analysis this was not a critical area to address.

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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 **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	We will improve TK - 3 readiness to read through addressing foundational skills (letter knowledge, phonemic awareness, and phonological awareness) by using explicit instruction based on a cohesive scope and sequence (SIPPS and Heggardy), giving daily practice and carefully selecting practice texts as measured by the students showing grade level mastery on Reading Foundations skills	<p>In support of Goal 1 and 2, by August 2021 we will purchase the SIPPS curriculum aligned with our literacy SMARTe goals. This will support student mastery in reading foundational skills as measured by the SIPPS mastery tests.</p> <p>In support of Goal 1 and 2, beginning in August 2021 we will work with CORE to provide initial and ongoing</p>	<p>We purchased 6 SIPPS curriculum kits. Teachers were trained in November of 2021 and SIPPS was implemented as a “Walk to Read Model”</p> <p>By the end of the year 60% of students were meeting mastery of their level, 26% of students are reading on grade level as measured by the Benchmark Leveled Screener</p> <p>Teachers had the opportunity to work with the CORE provider for 10 days to support their progress</p>	<p>Through the purchase of the SIPPS program for our TK-3 students we will provide explicit, coherent reading foundational instruction across the grades. Utilizing this program allowed students more intentional practice, which will lead to increased proficiency in foundation reading skills.</p> <p>Teachers felt supported and capable to implement these new curricular</p>

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	<p>assessments (SIPPS) by June 2022.</p> <p>We will improve TK - 3rd grade students' fluency and overall decoding skills by implementing an explicit, research based phonics program (SIPPS) as measured by a fluency assessment by June 2022.</p>	<p>training in the use of the SIPPS curriculum throughout the year. This will support student mastery in reading foundational skills as measured by the SIPPS mastery tests.</p> <p>In support of Goal 1, by August 2021 we will purchase the Heggerty phonemic awareness curriculum aligned with our literacy SMARTe goals. This will support student mastery in phonemic awareness as measured by the SIPPS mastery tests.</p> <p>In support of Goal 1, beginning in August 2021 we</p>	<p>and implementation in SIPPs.</p> <p>We did not purchase any of the Heggerty program or associated trainings.</p>	<p>tools and instructional practices.</p> <p>Due to a pause in programming and a shortage of staff to offer subs, we did not purchase Heggerty because we lacked capacity to provide teachers' professional development. We will move forward with implementing Heggerty in Year 2.</p>
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		will provide training and professional development around the Heggerty phonemic awareness curriculum. This will support student mastery in phonemic awareness as measured by the SIPPS mastery tests.		
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	We will improve TK - 3 readiness to read through addressing foundational skills (letter knowledge, phonemic awareness, and phonological awareness) by using explicit instruction based on a cohesive scope and sequence (SIPPS and Heggarty), giving daily practice and carefully selecting practice	In support of goals 1, 2 and 3 we will collaborate as a team around creating an assessment and progress monitoring calendar that supports the collection and application of formative data supplied by a combination of the SIPPS program assessments and district provided assessments.	We created an assessment plan to meet the needs of our staff and students. We used Benchmark Level Screener, SIPPs Mastery Test, Foundational Skills Assessments for K -1st and Fastbridge for 2nd -3rd.	As a site literacy team we found that our data points were too scattered and did not give us a cohesive picture if we were impacting students' readiness to read. The best information came from the Level Screener, showing reading ability and the SIPPs mastery tests which shows if students are mastery of the lessons. We met to adjust our assessment plan in

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	<p>texts as measured by the students showing grade level mastery on Reading Foundations skills assessments (SIPPS) by June 2022.</p> <p>We will improve TK - 3rd grade students' fluency and overall decoding skills by implementing an explicit, research based phonics program (SIPPS) as measured by a fluency assessment by June 2022.</p>	<p>We will work to ensure that the data we collect works to support the areas of focus (reading foundational skills and comprehension). Our district has a current assessment calendar, but we want to ensure that the data we are collecting is valid, reliable and meaningful.</p>		<p>June 2022 and for the 22-23 school year we will be administering DIBELS.</p>
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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 **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' access to literacy instruction	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.
Strategies to improve school climate, pupil connectedness, and attendance and to	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.

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reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school				
Strategies to implement research-based social-emotional learning approaches, including restorative justice	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.
Expanded access to the school library	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.

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6. 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	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.
Provision of mental health resources to support pupil learning	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.
Strategies to implement multi-tiered systems of support and the response to intervention approach	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.
Development of literacy training and education for parents to help develop a supportive literacy	We will improve TK - 3 readiness to read through addressing foundational skills (letter knowledge,	By Fall 2021, in support of goal 1 and 2 we will develop and begin implementation for parent early	We did not complete this action.	We were unable to implement this action because parents were unable to come onto campus due to local

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environment in the home	<p>phonemic awareness, and phonological awareness) by using explicit instruction based on a cohesive scope and sequence (SIPPS and Heggardy), giving daily practice and carefully selecting practice texts as measured by the students showing grade level mastery on Reading Foundations skills assessments (SIPPS) by June 2022.</p> <p>We will improve TK - 3rd grade students' fluency and overall decoding skills by implementing an explicit, research based phonics program (SIPPS) as measured by an fluency assessment by June</p>	<p>literacy training series, for fundamental skills reinforcement of our ELSB work at home. For example workshops could include decodable reading, site word flashcards, sound/letter practice, etc. We will monitor student impact in the area of reading foundational skills through the SIPPS mastery assessment.</p> <p>By Fall 2021 we will purchase take home literacy bags to support engagement and practice at parent workshops. Parents would be trained to use these materials at home to deepen the students' exposure</p>	<p>Materials were bought for TK-3rd grade. The program was not fully implemented.</p>	<p>COVID19 Restrictions. One parent workshop series was attempted online through another program. Attendance was lacking (10%) and even then virtual engagement was tough due to unstable internet.</p> <p>We purchased these materials, and introduced them to teachers. Then we experienced labor negotiations in our district that led to teachers only working instructional minutes. No further training or</p>
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	2022.elect to enter text.	to the targeted skills.		extended hours could take place to complete this project. We intended to bring this project back in 2022 - 2023
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	N/A	N/A	N/A	This strategy did not appear in our root cause analysis as a critical need to address.

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7. 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	PBIS schools with PLC Panorama Survey	Shortage of staff Campus Safety concerns Lack of time for teacher PD and planning	PBIS school Little Heroes organized play After School Sports Wellness Center staffed with Wellness Center Specialist (LMFT) and a Wellness Liaison	Shortage of staff Campus Safety concerns Pupil Safety concerns Lack of time for teacher PD and planning
Social-emotional learning	SEL curriculum at the elementary level (Kimoichis)	High SEL needs returning from the pandemic	Full time school counselor Wellness Center to teach calming and coping skills, support students in crisis Kimoichis Lessons	High SEL needs returning from the pandemic Students need to relearn social skills to engage in large group activities
Experience of pupils below grade-level	After school interventions	Lack of cohesive curriculum and materials that cover	Springboard Reading intervention	Need to offer more structured instruction to address phonics

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standard on the ELA content standards	<p>Expanded Learning through ASES grant</p> <p>Summer School Offerings</p> <p>Family Resource Centers Linkages to outside services</p> <p>School Link</p> <p>Supervisors Support</p>	the foundational components of Literacy	<p>Reading Partners: Community Tutoring</p> <p>Structured Literacy Block</p> <p>SIPPs walk to read for targeted reading intervention</p>	<p>and phonemic awareness</p> <p>More structured language practice</p>
Families of pupils below grade-level standard on the ELA content standards	<p>Quarterly Teacher/Parent conferences</p> <p>SST (Student Success Team) meetings</p> <p>Parent University (semiannually)</p>	<p>Socioeconomic challenges of the pandemic</p> <p>Need to return to inperson offerings for parents to engage in trainings</p> <p>lack of internet connectivity blocks families from participating in online meetings</p>	<p>Parent/ Teacher conferences or SST meetings</p> <p>Springboard (Reading intervention) Family Workshops</p>	<p>Need to return to inperson offerings for parents to engage in trainings</p> <p>lack of internet connectivity blocks families from participating in online meetings</p>

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8. 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	35% of students performing at grade level (FastBridge)	35% of students fall at the intensive level	EOs and ELs are making similar gains on the Fastbridge assessment, a school average of 4% We gained 13.23% on the Benchmark level screener, with a total of 26.83% of students now reading at grade level	Grade levels made average of 4% growth this year, with some grade levels staying within 1% of BOY measurements Fastbridge Benchmarks Fall: 44% -> Spring: 39%
Data on effective practices (reference previous chart)	487 parents attended Parent University , to engage in students' education	There continues to be a gap in learning for more students returning from the pandemic. Although we planned for after school interventions, we were unable to find staff for this.	Our biggest win was in SIPP's implementation. We had 9 days with our CORE support person. Teachers implemented a new "walk to Read model" for 1 semester. 60% of students were mastering their SIPP's level. All of this led to	We were unable to implement as much collaboration as was planned for. 0/10 months teams were able to come together. This was due to lack of subs.

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			an increase in ability to read.	
Data on ineffective practices (reference previous chart)			We were able to supplement phonics instruction and build on our students' experiences in Benchmark, which we found to be ineffective for what our students need in terms of foundational skills.	One thing that continued to be a struggle was the lack of parent engagement. Our virtual environment for all community meetings truly hindered the work of getting parents involved. Our parent meetings averaged a total of 7 attendees. That is less than 1% of our anticipated audience.
Equity and performance gaps		EOs continue to outperform ELs. EOs: 36% proficient ELs: 11% proficient ELs also are not making progress Fall 21 measured at 11% as did Spring 22	EOs and ELs are making similar gains on the Fastbridge assessment, a school average of 4%	As a school we continue to have slow growth. While we saw exciting growth in reading levels, we did not see that growth transfer to our SBAC aligned Language Arts Assessment.

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9. 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	N/A	N/A	N/A	N/A
Support for literacy learning	<p>In support of Goal 1, by August 2021 we will purchase the Heggerty phonemic awareness curriculum aligned with our literacy SMARTe goals.</p> <p>In support of Goal 1, beginning in August 2021 we will train teachers in Heggerty</p> <p>We will use assessments: Benchmark Level</p>	<p>By June 2023 we will purchase , train teachers and implement Heggerty phonemic awareness program</p> <p>We will use DIBELS to measure students</p>	<p>We did not have the capacity to supply subs for additional teacher training this year.</p> <p>As a site literacy team we found that our data points were too scattered and did not</p>	<p>By June 2023 we will purchase , train teachers and implement Heggerty phonemic awareness program. We will measure this by agendas and sign in sheets</p> <p>We will use DIBELS assessments to measure progress in our goals as related to student growth.</p>

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	<p>Screener, Fastbridge data, ESGI foundational skills, SIPP's mastery data</p>		<p>give us a cohesive picture if we were impacting students' readiness to read. The best information came from the Level Screener, showing reading ability and the SIPP's mastery tests which shows if students are mastery of the lessons. We met to adjust our assessment plan in June 2022 and for the 22-23 school year we will be administering DIBELS.</p>	
Pupil supports	N/A	N/A	N/A	<p>This strategy did not appear in our root cause analysis as a critical need to address.</p>
Family supports	<p>By Fall 2021, in support of goal 1 and 2 we will develop and begin implementation for parent early</p>	<p>We will be addressing these action items in 2022-2023</p>	<p>We were unable to implement this action because parents were unable to come onto campus due to local</p>	<p>By Spring of 2023 we will hold 4 parent workshops highlighting literacy practices students can do at home.</p>

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Implementation Year 1: 2021–22

(REV. 04/2022)

	<p>literacy training series, for fundamental skills reinforcement of our ELSB work at home. For example workshops could include decodable reading, site word flashcards, sound/letter practice, etc. We will monitor student impact in the area of reading foundational skills through the SIPPS mastery assessment.</p> <p>By Fall 2021 we will purchase take home literacy bags to support engagement and practice at parent workshops. Parents would be trained to use these materials at home to deepen the students' exposure to the targeted skills.</p>		<p>COVID19 Restrictions. One parent workshop series was attempted online through another program. Attendance was lacking (10%) and even then virtual engagement was tough due to unstable internet.</p>	<p>This will be measured by agendas and sign in sheets</p> <p>Literacy Book Bags will be distributed to all classrooms TK-3 and teacher and parents will be trained to read with their children at home.</p> <p>This will be measured by agendas and sign in sheets.</p>
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Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

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)]