

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: Pajaro Valley Unified School District

Program Lead: Kasey Klappenback and Nicole Marsh Email/Phone: (831)786-2133

kasey_klappenback@pvusd.net nicole_marsh@pvusd.net

Fiscal Lead: Colleen Bugayong Email/Phone: (831) 786-2304

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

<input type="checkbox"/> 1. Amesti Elementary	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

LEA URL for public posting of ELSB Grant Reports: [PVUSD ELSB Grant](https://pps-pajaro-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1516177971633&vdid=8ikl21g2wiso02th3)

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

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- 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	<p>LEA data analysis was based on critical site data that pointed back to the areas of need. This data included the following; District Kinder Screener data, Fonetica Spanish Foundational Skills data, SIPPS Mastery Test reports, Benchmark Advance/Adelante assessment data and NWEA MAP data. Upon gathering these ideas and with review of Site Administrators in their own meeting, principles took it back to their teams to finalize. The finalized problem statement was then reviewed during professional development through SCOE, PIVOT and CORE. Finally, site level surveys including District</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of strength were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>

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	<p>Youth Truth survey was compiled and cross referenced to include staff and family input on 1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports.</p>			
Social-emotional learning	<p>Administrators in their own meeting, principles took it back to their teams to finalize. The finalized problem statement was then reviewed during professional development through SCOE, PIVOT and CORE. Finally, site level surveys including District Youth Truth survey was compiled and cross referenced to include staff and family input on 1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports.</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of strength were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>

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Experience of pupils below grade-level standard on the ELA content standards	Early Literacy Teams were provided professional development on how to conduct a Root Cause Analysis. A Padlet to collect ideas on key areas of deficit in instructional methods, materials and support was conducted. The analysis was based on critical site data that pointed back to the areas of need. This data included the following; District Kinder Screener data, Fonetica Spanish Foundational Skills data, SIPPS Mastery Test reports, Benchmark Advance/Adelante assessment data and NWEA MAP data. Upon gathering these ideas and with review of Site Administrators in their own meeting, principles took it back to their teams to finalize. The finalized problem statement was then reviewed during professional development through SCOE, PIVOT and			
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	<p>CORE. Finally, site level surveys including District Youth Truth survey was compiled and cross referenced to include staff and family input on 1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports.</p>			
<p>Experience of families of pupils below grade-level standard on the ELA content standards</p>	<p>Early Literacy Teams were provided professional development on how to conduct a Root Cause Analysis. A Padlet to collect ideas on key areas of deficit in instructional methods, materials and support was conducted. The analysis was based on critical site data that pointed back to the areas of need. This data included the following; District Kinder Screener data, Fonetica Spanish Foundational Skills data, SIPPS Mastery Test reports, Benchmark Advance/Adelante</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of strength were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>

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	<p>assessment data and NWEA MAP data. Upon gathering these ideas and with review of Site Administrators in their own meeting, principles took it back to their teams to finalize. The finalized problem statement was then reviewed during professional development through SCOE, PIVOT and CORE. Finally, site level surveys including District Youth Truth survey was compiled and cross referenced to include staff and family input on 1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports.</p>			
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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
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<p>Pupil performance data in ELA</p>	<p>Site level surveys including District Youth Truth survey was compiled and cross referenced to include staff and family input. A series of three questions for each key area was crafted for the site level survey. The site level survey was created to directly align to 1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports. Surveys were administered in School Site Council Meetings, Staff Meetings, Site Leadership Team Meetings and ELAC Meetings. Staff and families were provided the opportunity to look at early literacy data, hear about the grant and to provide critical feedback in context of this collaboration as well as on the written survey. This data was then compiled and analyzed next to the Youth Truth</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of strength were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>
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	<p>survey to look for similarities and differences. Areas of strength and areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>			
<p>Data on effective practices (<i>reference previous chart</i>)</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p> <p>Radcliff:</p> <p>Staff Youth Truth</p> <p>Student Youth Truth</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Parent Early Literacy Survey Results</p> <p>Amesti:</p> <p>Staff Literacy Grant Survey Results (Graphs)</p> <p>Staff Literacy Grant Survey Results (Google Sheet)</p> <p>Family Literacy Grant Survey Results (Graphs)</p> <p>Family Literacy Survey Results (Google Sheet)</p> <p>Youth Truth Family Survey Results</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p> <p>Radcliff:</p> <p>Staff Youth Truth</p> <p>Student Youth Truth</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Parent Early Literacy Survey Results</p> <p>Amesti:</p> <p>Staff Literacy Grant Survey Results (Graphs)</p> <p>Staff Literacy Grant Survey Results (Google Sheet)</p> <p>Family Literacy Grant Survey Results (Graphs)</p> <p>Family Literacy Survey Results (Google Sheet)</p> <p>Youth Truth Family Survey Results</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p> <p>Radcliff:</p> <p>Staff Youth Truth</p> <p>Student Youth Truth</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Parent Early Literacy Survey Results</p> <p>Amesti:</p> <p>Staff Literacy Grant Survey Results (Graphs)</p> <p>Staff Literacy Grant Survey Results (Google Sheet)</p> <p>Family Literacy Grant Survey Results (Graphs)</p> <p>Family Literacy Survey Results (Google Sheet)</p> <p>Youth Truth Family Survey Results</p> <p>ect to enter text.</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p> <p>Radcliff:</p> <p>Staff Youth Truth</p> <p>Student Youth Truth</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Parent Early Literacy Survey Results</p> <p>Amesti:</p> <p>Staff Literacy Grant Survey Results (Graphs)</p> <p>Staff Literacy Grant Survey Results (Google Sheet)</p> <p>Family Literacy Grant Survey Results (Graphs)</p> <p>Family Literacy Survey Results (Google Sheet)</p> <p>Youth Truth Family Survey Results</p> <p>Select to enter text.</p>

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<p>Data on ineffective practices (<i>reference previous chart</i>)</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p>	<p>Calabasas:</p> <p>Staff Early Literacy Survey Results (Graphs)</p> <p>Staff Early Literacy Survey Results (Google Sheet)</p> <p>Calabasas Family Youth Truth Survey Data</p> <p>Parent Early Literacy Survey Results</p>	
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<p>Equity and performance gaps</p>	<p>Site level surveys including District Youth Truth survey was compiled and cross referenced to include staff and family input. A series of three questions for each key area was crafted for the site level survey. The site level survey was created to directly align to 1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports. Surveys were administered in School Site Council Meetings, Staff Meetings, Site Leadership Team Meetings and ELAC Meetings. Staff and families were provided the opportunity to look at early literacy data, hear about the grant and to provide critical feedback in context of this collaboration as well as on the written survey. This data was then compiled and analyzed next to the Youth Truth survey to look for similarities and differences. Areas of strength and areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of strength were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>	<p>Areas of growth were listed and used as a resource when conducting the Root Cause Analysis and problem statement. These were also a key component in crafting goals for the ESLB Grant Action Plan (SMARTe Goals).</p>
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	crafting goals for the ESLB Grant Action Plan (SMARTe Goals).			
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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
<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>By September 2021, the allocation of budget fund for the Project Directors salary, as well as hire literacy coaches (x3) to work with teachers (classroom, RIT and SELPA staff) and students in grades K–3, focusing specifically on foundational reading skills using the SIPPS, Fonetica, and Benchmark Advance/Adelante curriculum. Coaches will provide demonstration and coaching sessions following PDSA cycles (SMARTe Goals).</p>	<p>Site Literacy Coach was hired in June of 2021. Site</p> <p>Site Parent Liaison was hired for 2021 - 50% shared position with Radcliff Elementary</p> <p>Instructional aides were hired</p> <p>Additional Reading Intervention Teacher was hired</p>	<p>Human Resources - August 2021 - Hired ELSB Literacy Coach</p> <p>Human Resources - September - Hired ELSB Parent Engagement Liaison</p> <p>2 additional instructional aides were hired to support K-1 classrooms</p> <p>Human Resources - August 2021 - Hired additional Intervention Teacher to support students</p>	<p>The site Literacy Coach was a former teacher at Amesti so she was aware of the school's culture and staff's strengths and areas of need.</p> <p>The Literacy Coach trained the additional instructional aides and reading intervention teachers on specific distributive practice SIPPS routines to support students' reading foundational skills.</p> <p>Instructional aides were provided support from the Literacy Coach in a variety of instructional strategies to</p>

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				<p>support students in K-1 classrooms.</p> <p>Our Parent Engagement Liaison has been instrumental in connecting our students and families with our staff.</p> <p>She has collaborated with all stakeholders to develop and enhance relationships to facilitate any aspect of the school's mission to serve its students and families within the community.</p> <p>She planned the first Family Literacy Night where we had an amazing family turnout after families were allowed back on campus after COVID restrictions.</p>
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>Review of Benchmark Advance/Adelante will be conducted in the effort to adapt or modify units of study based on culturally responsive curriculum and instruction criteria.</p>	<p>Our school district is currently implementing a state-approved core curriculum[PVUSD Curriculum Link] Benchmark Advance/Adelante state approved core curriculum website. We have been focused on improving and deepening our implementation of the curriculum. During the</p>		<p>The District has provided a rigorous, content rich core ELA curriculum, along with PBIS which is an evidence based three-tiered framework to improve outcomes for all students. This whole child health</p>

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		<p>needs assessment work, this appeared as an area of need. The Educational Services Department is currently addressing the texts within Benchmark units Advance/Adelante and providing guidance documents.</p>		<p>approach considers the child’s culture, and socioeconomic standings, along with family dynamics that may be influencing the child’s overall well being school preparedness.</p> <p>Our after-school program has provided diverse social-emotional enrichment and addresses the areas of high interest for our student population.</p> <p>Benchmark Designated ELD implementation with ELD scaffolds embedded in the program to support oral language development.</p>
<p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and</p>	<p>By August of 2021, Site Administrators, Teachers and Coaches will receive the 2021-2022 school year professional development calendars for SIPPS, Fonetica, Benchmark Advance/Adelante and DIBELS/IDEL. Professional development will include</p>	<p>PVUSD provides professional development around quality core instruction. Each PVUSD site is in a pilot to scale PD cycle which will be completed by May of 2022. The CORE Reading Academy training will be provided to site staff by OREA. Sustainability through</p>	<p>DIBELS/IDEL assessments were given to all K-3 students 3 times (September/January/May)</p> <p>Benchmark Coaching Professional Development</p>	<p>Staff was trained by the Literacy Coach to provide distributive practice that supports the Literacy Framework, specifically phoneme awareness, phonological awareness, letter sounds</p>

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<p>literacy achievement and the use of data to help identify and support struggling pupils</p>	<p>curriculum implementation support, assessment administration support, and data and goal setting support. Stakeholders included in these trainings will be: teachers, instructional aides, school leaders, literacy coaches, bilingual reading specialist or aides, and special education staff (SMARTe Goals) (copier costs, supplemental pay for PD).</p>	<p>year 2 and 3 will be provided through cycles of coaching and data cycles. Coach and instructional assistants will be trained to support sites with data analysis, goal setting and creating intentional distributive practice action plans to meet student learning needs at Tier 1. Release time will be provided to site staff for data dives and collaboration.</p> <ul style="list-style-type: none"> • SIPPS PD overview for 2021-2022 	<ul style="list-style-type: none"> • SIPPS (3x in the year) • MTSS • Play Works • PBIS • SIPPS Fluency • Benchmark Advance Lesson Study 	<p>and names and sight words.</p> <p>They worked with small groups and individual students to support their specific needs.</p> <p>Leadership trained staff on the MTSS process. MTSS process is in alignment with the district's overall vision of student support.</p>
<p>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</p>	<p>By August of 2022, Site Administrators and teachers will receive professional development in supplemental supports for designated ELD around the ELA/ELD Framework (year 1) and on-going training and monitoring in year 2 and 3 (SMARTe Goals) (copier cost, supplemental pay for PD).</p>	<p>PVUSD provides training on the ELD curriculum and instruction modules through the Educational Services Department. Continued training over all the modules will be completed by May of 2022. Sustainability through year 2 and 3 will be provided through cycles of coaching and data cycles.</p> <p>Integrated and designated ELD component of the PVUSD adopted ELA curriculum (Benchmark Advance/Adelante) will have on-going professional development provided through</p>	<p>The District planned a Lesson Study for Benchmark Advance/Adelante One of the areas of focus was Designated ELD implementation and attention to embedded ELD.</p> <p>Teachers were given a survey to respond to the training.</p>	<p>PD positive outcomes resulted in an outside Coordinator of Early Childhood Literacy facilitating a lesson study of Benchmark Advance/Adelante. It was a full day of the coordinator preparing staff for intellectual preparation of the unit of study, then modeling the lessons in an actual classroom while staff observed her teaching. Finally, debriefing with staff</p>

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support effective instruction		<p>year 1, 2 and 3 focused on sustainability. Coaching cycles to support use of data and intentional instruction for quality first instruction will be implemented. Release time will be provided to site staff for data dives and collaboration time.</p> <ul style="list-style-type: none"> ● PVUSD ELD PD and Coaching 		<p>and allowing time for them to plan the next unit. She demonstrated the importance of aligning the Designated ELD component of Benchmark with the units of study. She discussed the importance of the grammar portion of the designated ELD lesson framing how the language standards are imperative to meet educational guidelines to support student success.</p> <p>A survey was sent to staff for further areas of study for Benchmark Advance/Adelante trainings.</p>
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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
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<p>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</p>	<p>Additional SIPPS materials were purchased to ensure all stakeholders had materials to support all students for distributive practice and to replenish teachers materials.</p> <p>Books were purchased for Family Literacy Night</p> <p>Lexia computer ELA program</p> <p>Additional Benchmark Advance/Adelante materials were purchased</p>	<p>All staff providing students literacy instruction were supplied with high quality instructional materials to support access to literacy aligned with ELA content standards.</p> <p>Continual staff training was provided through-out the year by District appointed consultants who trained all staff supporting students in literacy.</p> <p>SIPPS focus on fluency was supported by Ann Leon who provided fluency training to build in best practice on teacher feedback.</p>	<p>Artifacts embedded in the evidence folder demonstrate the use of materials in action and visible physical representation on walls. Materials are being used by teachers, instructional aides, and intervention teachers.</p> <p>Benchmark Advance/Adelante is evident in classrooms as teachers are using materials physically and digitally.</p>	<p>SIPPS curriculum provides a universal high quality phonics program and continuity between the grades. The systematic routines provide predictability for students no matter who is teaching the program.</p> <p>Benchmark Advance/Adelante provides students to a wide range of content areas.</p>
<p>Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use</p>	<p>By September, 2021 DIBELS/IDEL data platform will be purchased for monitoring student Universal Screening and Progress Monitoring data for TK /K-3. This is a screener to be used to determine students with the highest needs. Our district already provides and collects data from evidence-based</p>	<p>University of Oregon DIBELS/IDEL website evidence-based diagnostic assessments.</p> <ul style="list-style-type: none"> • Data Dive Agenda for Grant Sites • DIBELS/IDEL Implementation Calendar 2021-2022 	<p>DIBELS was used for a universal screener for fall, winter and spring. Teachers were released to attend DRT meetings which leadership facilitated to ensure teachers learned to review their</p>	<p>DIBELS/IDEL and SIPPS assessments helped teachers see students who were strategic and at risk. It was good to see how teachers identified the importance of closing the gap on a moving target.</p>

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<p>of those assessment instruments</p>	<p>diagnostic assessments. Our district already provided training regarding the use of the assessment (SMARTe Goals) (copier costs, supplemental pay for PD).</p>	<ul style="list-style-type: none"> • Tier 1: SIPPS and Fonetica Mastery Test data; DIBELS/IDEL Predominate Measures data and NWEA MAP data. • Tier 2: SIPPS and Fonetica Mastery Test data (individual skills only for progress monitoring) and DIBELS/IDEL progress monitoring. • Tier 3: SIPPS and Fonetica Mastery Test data (individual skills only for progress monitoring) and DIBELS/IDEL progress monitoring as well as data from any of the following: BPST III, SEBT, Sight Word and Irregular Sight Word data as needed. <p>Professional Development will be provided in the following areas:</p> <ul style="list-style-type: none"> • Tier 1: DIBELS/IDEL administration and data analysis; SIPPS and Fonetica Mastery Test data analysis and NWEA MAP data analysis. 	<p>own data and dig deeper into the raw scores to understand error analysis. DIBELS screener was used to determine at risk students and students who are strategic.</p> <p>We also used SIPPS diagnostic Mastery Tests to determine interventions for small groups and individual students.</p> <p>DIBELS was also used for progress monitoring strategic and at risk students.</p>	<p>Some teachers began to use progress monitoring and analyze the intentional focus it takes to see just how important monitoring student-teacher touch points of targeted interventions are.</p> <p>MTSS process and SMART goals have been illuminating for teachers as they have a targeted skill with dates of each actual intervention and who will be instructing them and an end date to be assessed on the targeted skill. This process is intentional and efficient with clear data.</p>
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		<ul style="list-style-type: none"> • Tier 2: DIBELS/IDEL administration and data analysis; SIPPS and Fonetica Mastery Test data analysis and NWEA MAP data analysis. Training for all supplemental data used based on instruction provided. • Tier 3: DIBELS/IDEL administration and data analysis; SIPPS and Fonetica Mastery Test data analysis and NWEA MAP data analysis. Training for all supplemental data used based on instruction provided. <p>Release time for data dives and collaboration will be provided for site staff to create MTSS learning plans and progress monitoring.</p> <p>Data Dive training for coaches and teacher will be provided by the Project Director.</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)]

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2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
<p>Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction</p>	<p>Professional Development will be implemented and provided to after school staff in early foundational skills, district adopted curriculum (SIPPS and Fonetica) as well as diagnostic or progress monitoring data (SMARTe Goals).</p>	<p>Our District currently offers after school programs to extend the learning day. Teachers provided continued support on needed core instruction through data and goal plans provided by students classroom teacher or MTSS goal plan. Coaches will work with afterschool coordinators to instructional target support for afterschool students based on data analyzed by classroom teachers and administrators including MTSS goals. Coaches will be trained by the Project Director.</p> <ul style="list-style-type: none"> • Data Dive Agenda for Grant Sites • DIBELS/IDEL Implementation Calendar 2021-2022 	<p>All site Literacy Coaches went back to assess how the staff put into practice what they learned as part of the After School Program.</p>	<p>The staff was excited about the strategies they learned. They were able to put them into practice successfully.</p>
<p>Extended school day to enable implementation of breakfast in the</p>	<p>Professional Development will be implemented and provided to after school staff in early foundational skills, district adopted</p>	<p>Our District currently offers after school programs to extend the learning day. Teachers provided continued</p>		

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<p>classroom or library models to support expanded literacy instruction</p>	<p>curriculum (SIPPS and Fonetica) as well as diagnostic or progress monitoring data (SMARTe Goals).</p>	<p>support on needed core instruction through data and goal plans provided by students classroom teacher or MTSS goal plan. Coaches will work with afterschool coordinators to instructional target support for afterschool students based on data analyzed by classroom teachers and administrators including MTSS goals. Coaches will be trained by the Project Director.</p> <ul style="list-style-type: none"> • Data Dive Agenda for Grant Sites • DIBELS/IDEL Implementation Calendar 2021-2022 		
<p>Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary</p>	<p>No Action</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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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	No Action	N/A	N/A	N/A
Expanded access to the school library	By May 2022, culturally relevant and high interest decodable books to support fluency practice will be purchased and added to site libraries to be provided to students (SMARTe Goals).	A majority of our K-3 students are testing below proficiency in phonemic awareness, phonics, fluency and comprehension according to screener, and diagnostic data. In the effort to support more opportunities to practice, students will be provided books at their reading level and provided affirming and corrective feedback.	Students have access to these high interest decodable books through the library.	Students have expanded time during recess in addition to their regularly scheduled time to access the high interest decodable readers.

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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	No Action	N/A	N/A	N/A
Provision of mental health resources to support pupil learning	No Action	N/A	N/A	N/A
Strategies to implement multi-tiered systems of support and the response to intervention approach	By May of 2022 (year 1), all sites will be trained to analyze screener and diagnostic data as well as how to facilitate Data Review Team meetings with site staff and receive coaching around use of Reading Intervention Teachers to impact the highest student academic needs (SMARTe Goals)..	Academic Intervention may occur at any Tier however a focus on strong Tier 1/Core instruction as well as analyzing data to determine which students need Tier 2 will be facilitated for literacy coaches, site administrators and teachers. Reading Intervention teachers will specifically be trained to	Substitutes were scheduled to release teachers for DRT meetings which were led by the AC and Literacy Coach.	Teachers are invested in the DRT process. This process has helped them see the need to focus on the Literacy Framework and identify what part of the framework is missing and the need to be targeted and intentional for efficiency of student success.

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		be specialized supports for specific student needs based on assessment data. Release time will be provided to site teachers for data dives, collaboration and professional development.		
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	By September 2021, hire a literacy coach to work with parents of students in grades K–3, focusing specifically on foundational reading skills using the SIPPS and Fonetica curriculum (SMARTe Goals).	<p>A majority of our K-3 students are testing below proficiency in phonemic awareness, phonics, fluency and comprehension according to screener, and diagnostic data. In the effort to support growth in literacy skills, families will be provided training on how to support their student’s daily practice of early foundational skills during at home.</p> <p>Literacy coaches will be trained by and work directly with the Project Director.</p>	Site Literacy Coach and Parent Engagement Liaison collaborated to create our first literacy night event. This is the beginning of a regular system to develop a supportive literacy environment.	Both staff members were not hired into their positions until the school year had begun. Thus it took time to get both staff members immersed in their roles. Now that they have time in those roles we will be able to implement monthly Parent Literacy Nights to support literacy training for our families.
	By May 2022 (year 1), hire parent education	A majority of our K-3 students are testing below	Site Literacy Coach and Parent Engagement	Both staff members were not hired into their

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<p>Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs</p>	<p>specialist(s) to work with parents, focusing specifically on reading foundational skills during parent literacy night focused on student needs and distributive practice..</p>	<p>proficiency in phonemic awareness, phonics, fluency and comprehension according to screener, and diagnostic data. In the effort to support growth in literacy skills, families will be provided training on how to support their student's daily practice of early foundational skills during at home. This will include an knowledge of their student's individual needs and the opportunities to practice specific skills.</p> <p>The parent education specialists will be trained and supported by the Project Director.</p>	<p>Liaison collaborated to create our first literacy night event. This is the beginning of a regular system to develop a supportive literacy environment.</p> <p>We will replicate this event multiple times next year.</p>	<p>positions until the school year had begun. Thus it took time to get both staff members immersed in their roles. Now that they have time in those roles we will be able to implement monthly Parent Literacy Nights to support literacy training for our families.</p>
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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
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School climate	N/A	N/A	N/A	N/A
Social-emotional learning	N/A	N/A	N/A	N/A
Experience of pupils below grade-level standard on the ELA content standards	<p>Students are assessed and identified by DIBELS screener and the diagnostic SIPPS Mastery Test , Along with Map scores.</p> <p>The goal is to provide strong core instruction with ELD scaffolds and Designated ELD. Then ensure data is used to target specific reading foundational skills students are missing to succeed in reading and writing and oral language development. Students underperforming need to have multiple</p>	<p>Based on DIBELS Screener, SIPPS Diagnostics, and Map Scores, most of our students need strong engagement activities and strategies to ensure they can and are connecting with the core curriculum. The Literacy Coach and school leadership will model core curriculum lessons to train teachers to not underestimate underperforming students, due to poor attendance, difficult family matters, language, or disheveled</p>	<p>Students are given multiple checkpoints throughout the year. With these data points students that are below grade level receive additional support from either the classroom teacher or a Reading Intervention teacher. Challenging students to take chances and fail and work through the productive struggle will help students learn to go from a fixed mindset to a growth mindset.</p>	<p>We need to continue to find ways to improve the speed at which we provide academic support to our students. We continue to look at our method of providing intervention support and adjust in order to meet the needs of our students.</p> <p>Our school site culture needs to foster oral language development at an academic level. We need to focus on teaching students how to have meaningful classroom discussions about</p>

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	<p>opportunities to practice specific metacognitive tasks so they develop the skills needed to connect with the core curriculum.</p>	<p>appearances. No matter what, all students can learn. This is not to say it's easy, but if we use high quality research based curriculum and effective scaffolding to guide and support students we will see the gap begin to close.</p>		<p>content rich core curriculum content.</p>
<p>Families of pupils below grade-level standard on the ELA content standards</p>	<p>In the effort to support growth in literacy skills, families will be provided training on how to support their student's daily practice of early foundational skills during at home. This will be accomplished by hiring a Parent Education Specialist.</p>	<p>Action started: The Literacy Coach and Parent Liaison have connected with the Buena Vista Camp Education Director and taken a tour of the facility. They have had two meetings thus far. They also attended an evening parent camp meeting where they presented to parents that they want to provide reading tutoring at the camp.</p>	<p>In the effort to support growth in literacy skills, families will be provided training on how to support their student's daily practice of early foundational skills during at home. This will include knowledge of their student's individual needs and the opportunities to practice specific skills. This will be accomplished by Family Literacy Nights.</p>	<p>The Literacy Coach continues to build on the connections and relationships to connect families to school. Our Parent Liaison is providing families with important resources available to them that may not have been utilized without her support.</p>

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		<p>All stakeholders were very receptive to this idea.</p> <p>The Literacy Coach is meeting with the facility operations manager to set up an area with SIPPS materials to teach incoming students letters and sounds.</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	PVUSD has provided a screener to determine students trajectory toward meeting end of year grade level literacy instruction.	2022-2023 was the first year this screener was implemented. The teacher training was limited and will need to be re-visited in fall of 2022 to ensure that administration of the screener provides an accurate and	All grades saw some growth in DIBELS. Intensive student data was decreased.	IDEL and DIBELS core support data was lower than expected for end of the year.

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		reliable reflection of student needs.		
Data on effective practices (<i>reference previous chart</i>)	PVUSD supports family and student connection to the school community and culture as seen in the hiring and training of Parent Education Specialists and the site Literacy Coach.	N/A	Reading foundational skills were consistently taught in K, 1, 2 and 3 in both Spanish and	English foundational skills were not taught daily in some bilingual classrooms. SEI kinder and grade 1 teachers will benefit from continued professional development in SIPPS instruction.
Data on ineffective practices (<i>reference previous chart</i>)	PVUSD does take into consideration where ineffective practices are taking place so that these can be eliminated and best practices that are showing effective can be implemented.	In the effort to continue to support classroom teacher's use of effective practices to ensure strong Tier 1 instruction as well as effective interventions; site level teacher professional development will be provided around the key elements of strong Tier 1 instruction for literacy by grade level as well as "Distributive Practices" to address	A few strong Tier 1 teachers showed increased student data on DIBELS/IDEL. Distributive practices were demonstrated and modeled by the literacy coach in many classrooms.	Strong Tier 1 teachers can be asked to share best practices with grad level teams and intervention teachers. Distributive practices will continue to be modeled and implemented next year.

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		student interventions needed both in Tier 1 and Tier 2.		
Equity and performance gaps	PVUSD will continue in 2022-2023 to use literacy data (screener and diagnostic) to intercept gaps in student learning and provide teacher training around use of this data within a PDSA/Progress Monitoring cycle to meet student intervention needs.	During the year of 2021-2022; Reading Intervention and Instructional assistants were training in “Distributive Practices;” however classroom teachers have not been trained so there is a gap in the collaborative efforts between classroom and support staff. The modules built and shared with site administrators and coaches will support teachers having the same training. This in turn will create a tighter form of collaboration around effective intervention practices that students may need.	EL students showed similar data to the overall population scores.	Continued efforts to increase student data In both EL and SPED classrooms will be a focus for next school year.

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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	N/A	N/A	N/A	N/A
Pupil supports	N/A	N/A	N/A	N/A
Family supports	N/A	N/A	N/A	N/A

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)]