

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. Radcliff	<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. [PVUSD ELSB Grant](https://pps-pajaro-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1516177971633&vdid=8ikl21g2wls002th3)
https://pps-pajaro-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1516177971633&vdid=8ikl21g2wls002th3

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LEA URL for public posting of ELSB Grant Reports: **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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<p>Experience 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 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</p>			
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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>Human Resources Date hired, July 9 ,2021 for the duration of the 3 year grant timeline</p> <p>With the addition of the literacy coach, we were able to provide monthly PD to grades K-3.</p> <p>We implemented monthly data review teams and progress monitored every two weeks.</p>	<p>The Literacy Coach was hired and trained on LEDRS, and CORE (provided by OREA) She was able to learn about the school's culture and staff's strengths and areas of need. The District provided additional supplemental high quality research based reading foundational materials by David Kilpatrick, called, "Equipped for Reading Success." The Literacy Coach trained staff on Kilpatrick's phoneme awareness activities which</p>

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				<p>addresses the first component of the Literacy</p> <p>Framework to support at risk, struggling readers. In addition, research shows that this reading foundational skill is the cornerstone of supporting students who have reading disabilities and if this skill is taught from the start of a student's reading education it can prevent reading difficulties.</p> <p>The Literacy Coach trained the additional intervention aides and reading intervention teachers on specific distributive practice SIPPS routines to support students' reading foundational skills.</p> <p>The instructional aides and reading intervention teachers were trained on Lexia, a computer based reading foundational program used for students to access their individual needs for phoneme awareness, phonics and spelling patterns, sight words and word origin, along with comprehension skills.</p> <p>This program allows students to work</p>
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				<p>independently monitoring their progress, flagging any standards they are struggling with program that is aligned with ELA standards.</p> <p>Gabriela Gonzalez, our Community Liaison has made a huge impact reaching out to our students, parents and district personnel. She has been instrumental in connecting the population we serve to district resources. 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. She planned the first Family Literacy Night where we had an amazing family turnout after families were allowed back on campus after COVID restrictions. She sent out a digital invitation and asked teachers to post it on class Dojo. She designed the flyers and sent them home with students. All these efforts</p>
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				turned out the best Literacy Night in many years.
Development of strategies to provide culturally responsive curriculum and instruction	<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. In addition, purchase of additional books from Benchmark Advance/Adelante as needed (SMARTe Goals).</p>	<p>Our school district is currently implementing a state-approved core curriculum(PVUSD Curriculum Link) Benchmark Advance/Adelante state approved core curriculum website. that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the 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 provide guidance documents.</p>	<p>Leadership and Staff attended PBIS Conferences and trained site staff on the strategies.</p> <p>SIPPS Consultant was hired and provided training on academic awareness of language differences that English only speaking teachers would not be aware of to support second language speakers.</p> <p>Suspensions are down</p> <p>Staff provides rigorous instruction and scaffolds in areas of need.</p>	<p>We have</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 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. Calabasas leadership has full staff implementation of this program. The librarian has been informed on the most current available books that are culturally diverse and relevant to our student population. Our after-school program has provided diverse social-emotional enrichment and addresses</p>

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				<p>the areas of high interest for our student population. The District identified culturally sensitive issues within Benchmark Advance Curriculum that incited a modification in the content to be culturally responsive.</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 literacy achievement and the use of data to help identify and support struggling pupils</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 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</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 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</p>	<p>Calendar with the following trainings:</p> <ul style="list-style-type: none"> ● DIBELS ● David Kilpatrick PA Activities ● SIPPS (3x in the year) ● MTSS ● Play Works ● PBIS ● SIPPS Fluency ● Benchmark Advance Lesson Study 	<p>Staff was trained by the Literacy Coach to provide distributive practice that supports the Literacy Framework, specifically phoneme awareness, phonological awareness, letter sounds and names and sight words.</p> <p>They worked with small groups and individual students to support their specific needs.</p>

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	<p>aides, and special education staff (SMARTe Goals) (copier costs, supplemental pay for PD).</p>	<p>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 		<p>Staff was trained on how to use SIPPS cues to prompt students to use research based strategies to support students reading SIPPS fluency passages, and guide students to use those same SIPPS strategy cues when reading any text. Leadership trained staff on the MTSS process. They created a computer file to ensure no paperwork would be lost and that any system and instruction put in place for students would be tracked to the upcoming teacher.</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</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</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>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>PD positive outcomes resulted in an outside Coordinator of Early Childhood Literacy facilitating a lesson study of Benchmark Advance. It was a full day of the coordinator preparing staff for intellectual preparation of the unit of study, then modeling the lessons in an</p>

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<p>Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction</p>	<p>Goals) (copier cost, supplemental pay for PD).</p>	<p>Integrated and designated ELD component of the PVUSD adopted ELA curriculum (Benchmark Advance/Adelante) will have on-going professional development provided through 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>Teachers were given a survey to respond to the training.</p>	<p>actual classroom while staff observed her teaching. Finally, debriefing with staff 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. This Lesson Study was presented to the staff by the teachers who observed and the site Literacy Coach. There was meaningful collaboration throughout the meeting. A survey was sent to staff for further areas of study for Benchmark Advance training.</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
<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>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. Benchmark Advance/Adelante is evident in classrooms as teachers are using materials physically and digitally. Materials are posted on walls for reference and students are using a vast array of texts.</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>Students enjoy the independence of being on the computer and owning their learning. When students don't perform computer generated reports alert the teacher to pull students for a direct instruction lesson, or call to action for skills building practice work printed out by the teacher. The teacher does this by individual students or small groups.</p>

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			Lexia is measured by reports and is aligned with ELA standards in the correct sequential order of the Literacy Framework.	<p>Benchmark Advance provides students to a wide range of content areas. It was wonderful to see how it brought the community together as we had a Mixtec translator there to translate to the audience.</p> <p>This informed teachers on the importance of cuing students to do the work, praising students on what they did well and finally, what they need to do next.</p>
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use	By September, 2021 DIBELS/IDEL data platform will be purchased for monitoring student Universal Screening and Progress Monitoring data forTK /K-3.This is a screener to be used to determined students with the highest needs. Our district already provides and collects	<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 	DIBELS was purchased for a universal screener for fall, winter and spring. Teachers were released to attend DRT meetings which leadership facilitated to ensure teachers	DIBELS and SIPPS Screener and diagnostic assessments helped teachers see students who were strategic and at risk. It was good to see how teachers identified the

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<p>of those assessment instruments</p>	<p>data from evidence-based 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 	<p>learned to review their 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. We used SIPPS diagnostic Mastery Tests to determine interventions for small groups and individual students. DIBELS was also used for progress monitoring strategic and at risk students.</p>	<p>importance of closing the gap on a moving target. They began to use progress monitoring and truly analyze the correlation between poor attendance and the intentional focus it takes to see just how important monitoring student-teacher touch points of targeted interventions are. When they actually put dates when each at risk or strategic student got intervention or missed it, they understood why they could not refer them to be tested for a learning disability. Students need the opportunity to fill in learning gaps before they are slated to be tested. By monitoring progress properly, many students can close the gap.</p>
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		<p>and NWEA MAP data analysis.</p> <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. Data Dive training for coaches and teacher will be provided by the Project Director.</p>		<p>MTSS processes 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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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 provide 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.</p>	<p>The staff was excited about the strategies they learned. They were able to put them into practice successfully. They also started accessing Myon to get books at their level.</p> <p>Positive outcome; The Literacy Coach was able to connect with the community she serves in a positive manner.</p>
<p>Extended school day to enable</p>	<p>Professional Development will be implemented and provided to after school</p>	<p>Our District currently offers after school programs to extend the</p>		

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<p>implementation of breakfast in the classroom or library models to support expanded literacy instruction</p>	<p>staff in early foundational skills, district adopted curriculum (SIPPS and Fonetica) as well as diagnostic or progress monitoring data (SMARTe Goals).</p>	<p>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>Strategies to improve school climate, pupil connectedness, and</p>	<p>No Action</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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attendance and to 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	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	The Librarian has purchased these books throughout the year.	Students love going to the library due to all the additional books of high interest and reading levels.

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		affirming and corrective feedback.		
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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	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	Sub were scheduled to release teachers for Calendared Schedule DRT meetings were led by the AC. Teachers were provided with handbooks on the DRT process.	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

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	<p>Teachers to impact the highest student academic needs (SMARTe Goals)..</p>	<p>administrators and teachers. Reading Intervention teachers will specifically be trained to 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.</p>		<p>to be targeted and intentional for efficiency of student success. They know that they need to close the gap on the moving target, and that can only happen with strong core instruction, a sense of urgency, and progress monitoring with intentional effective tier 2 distributive practice that yields results reflected in the data.</p>
<p>Development of literacy training and education for parents to help develop a supportive literacy environment in the home</p>	<p>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>	<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>On April 27, 2022, hosted trilingual Family Literacy Night, with attendance exceeding expectations.</p>	<p>Not only was attendance high, but facilitators utilized strategies to get parents and families sharing about reading experiences, and other personal information that connected the value of reading with everyone in attendance. Parents requested many more experiences like</p>

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		Literacy coaches will be trained by and work directly with the Project Director.		this for the 2022-23 school year.
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	By May 2022 (year 1), hire parent education specialist(s) to work with parents, focusing specifically on reading foundational skills during parent literacy night focused on student needs and distributive practice..	<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. 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>	On April 27, 2022, hosted a bilingual Family Literacy Night, with attendance exceeding expectations. Parents learned about the value of reading, and have requested more events designed around supporting students' acquisition of foundational reading skills.	Positive outcome due to the fact that parents' value of reading increased, and they understand their part, and have a desire to participate in supporting their children's reading acquisition through more events like this.

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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	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</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</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 content rich core curriculum content. We need not focus on intellectual preparation of each unit and hold students to a high standard</p>	N/A

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	<p>reading and writing and oral language development. Students underperforming need to have multiple opportunities to practice specific metacognitive tasks so they develop the skills needed to connect with the core curriculum.</p>	<p>underestimate underperforming students, due to poor attendance, difficult family matters, language, or disheveled 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>and provide appropriate scaffolds. Teachers should teach academic language and train students that the expectation is they must participate. Teachers need to build capacity in pushing their students to succeed in order to build student self-esteem. 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>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</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.</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 an</p>	<p>Positive Outcomes: The Literacy Coach is getting to know the community she serves and make meaningful connections that help build relationships to</p>

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	<p>home. This will be accomplished by hiring a Parent Education Specialist.</p>	<p>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. All stakeholders were very receptive to this idea. 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. She is also scheduled to train the Tk teachers at the school facility phoneme awareness activities from the CORE Sourcebook.</p>	<p>knowledge of their student's individual needs and the opportunities to practice specific skills. This will be accomplished by Family Literacy Nights.</p>	<p>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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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 reliable reflection of student needs.	All grade levels saw growth in DIBELS.	Grade 3 scored in the bottom 16% in conditional growth according to NWEA/MAP Spring assessment.
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	Consistent implementation of SIPPS in grades 1, 2, and 3. Grades 2 & 3 consistently utilized grade level content.	Inconsistent implementation of tier I curriculum in Kindergarten.
	PVUSD does take into consideration where ineffective practices	In the effort to continue to support classroom teacher's	Due to lack of consistent Tier I time, schedules	Through observational data collected, we saw

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<p>Data on ineffective practices (<i>reference previous chart</i>)</p>	<p>are taking place so that these can be eliminated and best practices that are showing effective can be implemented.</p>	<p>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 student interventions needed both in Tier 1 and Tier 2.</p>	<p>and support were rearranged to ensure Tier I instruction happened 5 days a week, and is now considered “sacred” time.</p>	<p>that teachers are still doing the majority of the heavy lifting. The amount of teacher talk vs student talk/collaboration is still too high.</p>
<p>Equity and performance gaps</p>	<p>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</p>	<p>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</p>	<p>Our number of EL students progressed at a similar rate to the entire student population.</p>	<p>Last year we saw a performance gap with students with disabilities. We hope to align interventions to address all students’ needs in a similar, systematic way.</p>

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	meet student intervention needs.	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.		
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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

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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 non consent 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)]