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

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

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

☐1. Calabasas Elementary	☐6. Select to enter text.
☐2.	☐7. Select to enter text.
☐3.	☐8. Select to enter text.
☐4. Select to enter text.	☐9. Select to enter text.
☐5. Select to enter text.	☐10. Select to enter text.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): 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=8ikl21g2wlso02th3

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

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Implementation Year 1: 2021–22
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1. In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	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	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).	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).	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).

	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.*			
Social-emotional learning	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.*	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).	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).	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).

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			

	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.*			
Experience of families 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	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).	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).	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).

	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.*		

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness

Pupil performance data in ELA	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	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).	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).	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).

	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).			
Data on effective practices (*reference previous chart*)	**Calabasas:** Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Calabasas Family Youth Truth Survey Data Parent Early Literacy Survey Results **Radcliff:** Staff Youth Truth Student Youth Truth Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Parent Early Literacy Survey Results **Amesti:** Staff Literacy Grant Survey Results (Graphs) Staff Literacy Grant Survey Results (Google Sheet) Family Literacy Grant Survey Results (Graphs) Family Literacy Survey Results (Google Sheet) Youth Truth Family Survey Results	**Calabasas:** Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Calabasas Family Youth Truth Survey Data Parent Early Literacy Survey Results **Radcliff:** Staff Youth Truth Student Youth Truth Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Parent Early Literacy Survey Results **Amesti:** Staff Literacy Grant Survey Results (Graphs) Staff Literacy Grant Survey Results (Google Sheet) Family Literacy Grant Survey Results (Graphs) Family Literacy Survey Results (Google Sheet) Youth Truth Family Survey Results	**Calabasas:** Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Calabasas Family Youth Truth Survey Data Parent Early Literacy Survey Results **Radcliff:** Staff Youth Truth Student Youth Truth Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Parent Early Literacy Survey Results **Amesti:** Staff Literacy Grant Survey Results (Graphs) Staff Literacy Grant Survey Results (Google Sheet) Family Literacy Grant Survey Results (Graphs) Family Literacy Survey Results (Google Sheet) Youth Truth Family Survey Results ect to enter text.	**Calabasas:** Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Calabasas Family Youth Truth Survey Data Parent Early Literacy Survey Results **Radcliff:** Staff Youth Truth Student Youth Truth Staff Early Literacy Survey Results (Graphs) Staff Early Literacy Survey Results (Google Sheet) Parent Early Literacy Survey Results **Amesti:** Staff Literacy Grant Survey Results (Graphs) Staff Literacy Grant Survey Results (Google Sheet) Family Literacy Grant Survey Results (Graphs) Family Literacy Survey Results (Google Sheet) Youth Truth Family Survey Results Select to enter text.

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Equity and performance gaps	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	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).	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).	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).

	crafting goals for the ESLB Grant Action Plan (SMARTe Goals).			

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
Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	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).	Site Literacy Coach was hired in June of 2021. Site Site Parent Liaison was hired for 2021 Intervention aides were hired Reading Intervention Teachers was hired	Human Resources Date hired, August 10,2021 for the duration of the 3 year grant timeline Human Resources Date Hired July, 7 2021 for the duration of the grant. With the addition of a literacy coach, Calabasas added an average of 20 more minutes of early literacy PD each month.	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 addresses the first component of the Literacy

| | | Additional Reading Intervention Teacher was hired at 60 percent. | 60 percent Reading Intervention teacher hired provided additional distributive practice and tier II intervention to K-3 students. | 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 students reading education it can prevent reading difficulties.
The Literacy Coach trained the additional intervention aides and reading intervention teachers on specific distributive practice SIPPS routines to support students' reading foundational skills.
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.
 This program allows students to work independently monitoring their progress, flagging any standards they are struggling |

				with.program that is aligned with ELA standards. Carina Quiroz, 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 turned out the best Literacy Night in many years.

Development of strategies to provide culturally responsive curriculum and instruction	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)..	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.	Leadership and Staff attended PBIS Conferences and trained site staff on the strategies. 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. Suspensions are down Staff provides rigorous instruction and scaffolds in areas of need.	We have 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 the areas of high interest for our student population. The District identified

				culturally sensitive issues within Benchmark Avance/Adelante Curriculum that incited a modificationation in the content to be culturally responsive. Benchmark Designated ELD implementation with ELD scaffolds imbedded in the program to support oral language development.
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	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 aides, and special education staff (SMARTe Goals) (copier costs, supplemental pay for PD).	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 student learning needs at Tier 1.	Calendar with the following trainings: ● DIBELS ● David Kilpatrick PA Activities ● SIPPS (3x in the year) ● MTSS ● Play Works ● PBIS ● SIPPS Fluency ● Benchmark Advance Lesson Study	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. They worked with small groups and individual students to support their specific needs. Staff was trained on how to use SIPPS cues to prompt students to use research based strategies to support

| | | Release time will be provided to site staff for data dives and collaboration.
• [SIPPS PD overview for 2021-2022](#) | | 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.
They provided release times to meet with leadership to walk them through best practices within the MTSS process. |
| Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) | 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 | 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. | The District planned a Lesson Study for Benchmark Advance/Adelante One of the areas of focus was Designated ELD implementation and attention to imbedded ELD. | 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 prepping staff for intellectual preparation of the unit of |

adopted by the State Board of Education (SBE) pursuant to Section 60207 of the *Education Code* and the use of data to support effective instruction	Goals) (copier cost, supplemental pay for PD).	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. • PVUSD ELD PD and Coaching	Teachers were given a survey to respond to the training.	study, then modeling the lessons in an 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/Adelante trainings.

4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials	Additional SIPPS materials were purchased to ensure all stakeholders had materials to support all students for distributive practice and to replenish teachers materials. Books were purchased for Family Literacy Night Lexia computer ELA program Additional Benchmark Advance/Adelante materials were purchased	All staff providing students literacy instruction were supplied with high quality instructional materials to support access to literacy aligned with ELA content standards. Continual staff training was provided through-out the year by District appointed consultants who trained all staff supporting students in literacy. SIPPS focus on fluency was supported by Ann Leon who provided fluency training to build in best practice on teacher feedback.	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.	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. Parents loved the book we purchased for Family literacy night, *I am Proud of my Family.* It was translated into Spanish and Mixtec. Many Mixteco, an area of a specific indiginous Mesoamerican peoples, only speak Mixtec.

| | | This informed teachers on the importance of cueing students to do the work, praising students on what they did well and finally, what they need to do next. This will continue as each teacher is developing in various applications of specific programs dependent on their experience and training. | Lexia is measured by reports and is aligned with ELA standards in the correct sequential order of the Literacy Framework. | 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.

Benchmark Advance/Adelante 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. |
|---|---|---|---|---|

				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.
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	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 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).==	University of Oregon DIBELS/IDEL website evidence-based diagnostic assessments. ● Data Dive Agenda for Grant Sites ● DIBELS/IDEL Implementation Calendar 2021-2022 ● 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	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 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 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 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

			progress monitoring as well as data from any of the following: BPST III, SEBT, Sight Word and Irregular Sight Word data as needed. Professional Development will be provided in the following areas: ● Tier 1: DIBELS/IDEL administration and data analysis; SIPPS and Fonetica Mastery Test data analysis and NWEA MAP data analysis. ● 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	DIBELS was also used for progress monitoring strategic and at risk students.	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 progress monitoring properly, many students can close the gap. 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.

		used based on instruction provided. 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.		

5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address ***pupil supports***. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	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).	All 3 site Literacy Coaches worked together to plan and train After-School Program staff. They focused on supporting struggling readers in fluency. The coaches taught cueing routines from SIPPS because it has continuity and is familiar to students.	All site Literacy Coaches went back to assess how the staff put into practice what they learned.	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 book at their level.

		SIPPS routines included pausing so students could have time to sound the word out and blend it, then reread the sentence. Then they were taught the read-spell-read routine from SIPPs and the correction of read-spell-read, twice. Finally, they taught how to read and book aloud to students so they could connect to the text. They acted as students when listening to the read aloud and practiced the metacognition of pointed questions.		
		On Open House Night the Literacy Coach created a station for Summer School sign ups so parents had	24 students were signed up for summer school as a result of the sign-up booth.	Positive outcome; The Literacy Coach was able to connect with the community

		access to see it was available. She had 2 translators to help her with this task.		she serves in a positive manner.
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	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).	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. • Data Dive Agenda for Grant Sites		

		• [DIBELS/IDEL Implementation Calendar 2021-2022](#)		
Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school	No Action	N/A	N/A	N/A
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	A majority of our K-3 students are testing below proficiency in phonemic awareness, phonics, fluency and	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.

	added to site libraries to be provided to students ([SMARTe Goals](#)).	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.		

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

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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 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.	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 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.
Development of literacy training and education for parents to help develop a	By September 2021, hire a literacy coach to work with parents of students in grades K–3, focusing specifically on foundational	A majority of our K-3 students are testing below proficiency in phonemic awareness, phonics, fluency and	On March 31, 2022, hosted trilingual Family Literacy Night, with attendance exceeding expectations.	Not only was attendance high, but facilitators utilized strategies to get parents and families sharing

supportive literacy environment in the home	reading skills using the SIPPS and Fonetica curriculum ([SMARTe Goals)..	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. Literacy coaches will be trained by and work directly with the Project Director.		about reading experiences, and other personal information that connected the value of reading with everyone in attendance. Parents requested many more experiences like 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..	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	On March 31, 2022, hosted trilingual 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 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.

		needs and the opportunities to practice specific skills. The parent education specialists will be trained and supported by the Project Director.		

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	Students are assessed and identified by DIBELS screener and the diagnostic SIPPS Mastery Test , Along with Map scores.	Based on DIBELS Screener, SIPPS Diagnostics, and Map Scores, most of our students need strong engagement activities and strategies to ensure	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	N/A

	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 opportunities to practice specific metacognitive tasks so they develop the skills needed to connect with the core curriculum.	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 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.	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 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.	

Families of pupils below grade-level standard on the ELA content standards	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.	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. 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	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. This will be accomplished by Family Literacy Nights.	Positive Outcomes: The Literacy Coach is getting to know the community she serves and make meaningful connections that help build 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.

	school facility phoneme awareness activities from the CORE Sourcebook.		

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 2 scored in	Grade 3 scored in the bottom 18% in conditional growth according to NWEA/MAP Spring assessment.
Data on effective practices (*reference previous chart*)	PVUSD supports family and student connection to the school community and culture as seen in the hiring and training of	N/A	Consistent implementation of SIPPS in grades K, 2, and 3. Grades 2 & 3	Inconsistent implementation of tier I curriculum at Grade 1.

			consistently utilized grade level content.	
Data on ineffective practices (*reference previous chart*)	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 student interventions needed both in Tier 1 and Tier 2.	Due to lack of consistent Tier I time, schedules and support were rearranged to ensure Tier I instruction happened 5 days a week, and is now considered "sacred" time.	Through observational data collected, we saw that teachers are still doing the majority of the heavy lifting. The amount of teacher talk vs student talk/collaboration is still to high.
Equity and performance gaps	PVUSD will continue in 2022-2023 to use literacy data (screener and diagnostic) to intercept gaps in student learning and	During the year of 2021-2022; Reading Intervention and Instructional assistants were training in	Our number of EL students progressed at a similar rate to the entire student population.	Last year we saw a performance gap with students with disabilities. We hope to align interventions to address all students'

	provide teacher training around use of this data within a PDSA/Progress Monitoring cycle to meet student intervention needs.	"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.		needs in a similar, systematic way.

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
	N/A	N/A	N/A	N/A

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Access to high-quality instruction				
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)]