California Department of Education

Early Literacy Support Block Grant Program
Annual Progress Report Template

The Early Literacy Support Block (ELSB) Grant program Annual Progress Report allows for participating districts and eligible schools to determine and describe the effectiveness in addressing the required components of the ELSB Grant planning process. **The Annual Report for Year 1 (Planning Year) is due to the California Department of Education on July 30, 2021.** Please complete the following information and email the completed report to ELSBGrant@cde.ca.gov.

Name of District and Eligible Participating School(s):

Pajaro Valley Unified School District
Calabasas Elementary
Amesti Elementary
Radcliff Elementary

Report Submitted By (Name/Title): Kasey Klappenback, Assistant Superintendent of Elementary Education and Nicole Marsh, Early Literacy Coordinator, ELSB Grant Coordinator

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Period Covered: 10/20-7/30/21

Date Submitted: 9/10/21

1. Account for the ELSB grant program planning activities that identify both individual and collective contributions in the conducting of a Root Cause Analysis and Needs Assessment.

   a. Describe the process and timeline of activities conducted in the development of the Root Cause Analysis and Needs Assessment

   b. Specify the local educational agency (LEA) ELSB lead and primary fiscal contact staff.

   c. Include the names of participants for each participating school and participant roles (e.g., J Brahms – 1st grade teacher at Mozart Elementary; A. Vivaldi – Principal, Bach Elementary, R. Wagner – Bach Site Literacy Coach, G. Verdi – District Curriculum Coordinator etc.).

A. All three sites engaged stakeholders in a variety of ways. We first formed an Early Literacy Leadership Team with the support of SCOE, PIVOT and CORE. The Root Cause analysis, and needs assessments were modeled and allowed for a plan by each site team to be formed. Teachers participated in professional development around early literacy foundational skills instruction and how to conduct a root cause analysis in conjunction with a needs assessment. Site Leadership teams met frequently each month. All site Administrators met with the grant coordinators to work analyzing data and to ensure sites were supported. Teachers also administered DIBELS/ IDEL 8 with students and gathered multiple measures from their students. In addition, staff and parents were provided surveys based on four categories of the grant. Questions were developed around *1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports.* Input from families, staff,and the community was also gathered during School Site Council Meetings and regular monthly parents meetings. In addition, input from the District Youth Truth Survey was included which also collects information from staff, students and families regarding academics, student perception, growth mindset and culture/climate and family resources.

   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

   All three teams conducted the Root Cause Analysis and Needs Assessment work with the guidance of SCOE, Pivot Learning CORE, and PVUSD District Office support following the timeline and process below:

Oct., 2020-Youth Truth Student, Parent, and Staff Survey Administered

Oct. 7, 2020-PVUSD District Leaders attended ELSB grant Webinar

Nov.17, 2020-PVUSD District Leader and Grant coordinator attended ELSB grant Webinar

Dec. 16, 2020-PVUSD District Leader and Grant coordinator attended ELSB grant Virtual session with SCOE and Pivot Learning/CORE

Dec. 17, 2020-PVUSD District Leader and Grant coordinator met with Principals from grant site to review the ELSB grant team requirements

Feb. -Winter MAP Growth Screening Assessment Administered

Dec. 2020-Created Early Literacy Leadership site teams of grade levels represented in the ELSB grant

Jan. 16, 2021-Site ELSB Literacy Leadership teams attended **Session #1 Evidence-Based Reading Instruction and Assessment, part 1**PD planning process session with SCOE and Pivot Learning/CORE

Jan. 2021-Site Teams Met to Begin Planning

Feb. 2, 2021- Universal Screening Assessment Planning and Training Part 1

Feb. 9. 2020-Site ELSB Literacy Leadership teams attended **Session 2: Evidence-Based Reading Instruction and Assessment, part 2** PD planning process session with SCOE and Pivot Learning/CORE

Feb. 2021-Site ELSB Literacy Teams Met to Plan
Feb. 18, 2021- Universal Screening Assessment Planning and Training Part 2

Feb. 23. 2021-Site ELSB Literacy Leadership teams attended **Session 3: Evidence-Based Reading Instruction and Assessment, Part 3** PD planning process session with SCOE and Pivot Learning/CORE

Feb., 2021-Site Administration Met with Grant Coordinator for Support

March 2021-Sites administered DIBELS/IDEL Universal Screening Assessments

March, 2021-Site Administration Met with Grant Coordinator for Support

April, 2021-Sites conducted stakeholder input surveys and parent meetings

March 9, 2020-Site ELSB Literacy Leadership teams attended **Session 4: Root Cause Analysis** PD planning process session with SCOE and Pivot Learning/CORE

March. 2021-Site ELSB Literacy Teams Met to Plan and Conduct Root Cause Analysis

March 23, 2020-Site ELSB Literacy Leadership teams attended **Session 5: Literacy Team Share and Debrief** PD and planning process session with SCOE and Pivot Learning/CORE

April 13 , 2021-Site ELSB Literacy Leadership teams attended **Session 6: Needs Assessment** PD and planning process session with SCOE and Pivot Learning/CORE

April, 2021-Site ELSB Literacy Teams Met to Plan Needs Assessment

April 20, 2021-Sites conducted stakeholder input surveys and SSC, ELAC, and Parent meetings

April, 2021-Site Administration Met with Grant Coordinator for Support

April 20 , 2021-Site ELSB Literacy Leadership teams attended**Session 7: Literacy Team Share and Debrief PD and planning process session with SCOE and Pivot Learning/CORE**

May 4, 2021-Site ELSB Literacy Leadership teams attended**Session 8: Literacy Action Plan - Bringing It All Together** PD and planning process session with SCOE and Pivot Learning/CORE

May., 2021-Site Administration Met with Grant Coordinator for Support

May, 2021-Site ELSB Literacy Teams Met to develop Literacy Action Plan

May 18, 2021-Site ELSB Literacy Leadership teams attended**Session 9: Literacy Team Share and Debrief PD and planning process session with SCOE and Pivot Learning/CORE**

May, 2021-Sites presented plans to SSC

May 26, 2021-Presentation of ELSB grant Literacy Action Plan to Board of Trustees and Approval

June, 2021-Literacy Action Plan to CDE for Approval

B. Sacramento County Office of Education: Rebecca Sullivan Project Lead, Pivot Learning/CORE: Dale Webster, Chief Academic Officer CORE

C.

Early Literacy Team Members	School Site, Role (Include title and/or grade level)
Juan (Carlos) Moran	Amesti Principal
Erin Legoretta	Amesti Academic Coordinator
Margaret Rosa	Amesti Teacher / Kindergarten
Ann Goodman	Amesti Teacher / Grade 1
Ellen Faltas	Amesti Teacher / Grade 2
Allegra Diaz	Amesti Teacher / Grade 3
Josefina Castrellon	Amesti Teacher / Grade 1
Julie Nino Newman	Amesti Teacher / Grade 1
Mercedes Sigaran	Amesti Teacher / Grade 1
Rebekah Osborn	Amesti Teacher / Grade 3
Noemi Medina	Amesti Teacher / Grade 3
Todd Westfall	Calabasas Principal
Cara Oklin	Calabasas Academic Coordinator
Charmayne McKee	Calabasas Teacher / Reading Intervention Teacher
Denise Hernandez	Calabasas Teacher / Kindergarten
Carly Schild	Calabasas Teacher / Grade 1
Sharon Fauske	Calabasas Teacher / Grade 2
Marisa Jansen	Calabasas Teacher / Grade 3
Kendell Byington	Calabasas Teacher / Transitional Kindergarten
Lori Bivins	Calabasas Teacher / Kindergarten
Valerie Morgan	Calabasas Teacher / Kindergarten

Laura Smith	Radcliff Principal
Heather Bailey	Radcliff Academic Coordinator
Leigh Klein	Radcliff Teacher / Kindergarten
Jessica Berkebill	Radcliff Teacher / Grade 1
Erika Boyd	Radcliff Teacher / Grade 2
Judy Heybour	Radcliff Teacher / Learning Specialist
Holly O'Brien	Radcliff Teacher / Literacy Coach
Michele Connery	Radcliff Teacher / Grade 1
Victoria Galvan	Radcliff Teacher / Grade 2
Jenni Ligens	Radcliff Teacher / Grade 2

2. Validate the results of the Root Cause Analysis and Needs Assessment.

   a. Specify the findings from the examination of both school-level and LEA-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of under-performing pupils and their families, that have contributed to low pupil outcomes for pupils in grade three on the consortium summative assessment in English Language Arts.

Root cause analysis, stakeholder involvement and needs assessment results revealed that multiple measure data points are needed to pin-point foundational skills to be addressed during instruction at each Tier of MTSS in the effort to fill student instructional gaps as well as to move student instruction forward. As seen in our screening data using K early literacy skills assessments, DIBELS, IDEL, and NWEA MAP, our root cause analysis **Root Cause:** *Too few of our students are able to read and comprehend complex grade-level texts by the end of third grade.*

Our (Radcliff/Calabasas/Amesti) needs assessment increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.
According to the data, there is a need for intentional learning communities focused on planning instruction that provides access to high quality literacy instruction through intellectual preparation practices and time.
In addition, there is a need to establish Data Review Team Meetings every 6-8 weeks to adjust flexible groupings as well as support and timely interventions. Also, all three sites have opportunities to increase parent engagement in their student learning as well as connected instruction distributive practice time during our after school program.
There is an opportunity to increase the efficacy and capacity of our intervention teachers,

instructional assistants and afterschool staff. A need for a was identified to hire a curriculum coach for each site. This position will provide job embedded coaching and support Data Review Team meetings ILCs, and additional PD for support staff.

Finally, a need was identified to develop a plan to increase parent and family engagement, while strengthening SEL. This year PVUSD planned a Restorative Start campaign focusing on Identity, Belonging, and Agency along with adding additional Social Emotional Counselors. All three sites have identified the need for a Parent Engagement Specialist to support family connection to sites as well as to learning opportunities as a family. The Parent Engagement Specialist will work closely with the Curriculum Coach to support students, staff, and families through an MTSS framework.

3. Describe the identified strengths and weaknesses of both the eligible school(s) and the LEA regarding literacy instruction in transitional kindergarten through grade 3 (TK –3), inclusive. Identify all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps reviewed during the Root Cause Analysis and Needs Assessment.

As a district, Pajaro Valley Unified School has had a continued focus on ***Access to High Quality Teaching and Support for Literacy and Learning around*** foundational skills instruction based on reading science for the past four years. This area of strength has been identified over the last several years in MAP growth data. Second grade reading performance has demonstrated significant gains since the implementation of SIPPS. Through the SIPPS implementation process, job embedded coaching has been provided for teachers in addition to continuous professional development through the last four years. SIPPS Mastery tests were also administered to students accordingly even virtually through distance learning. Although learning loss is evident. This data is being used to accelerate student learning from the start. It will also be used to provide distributive practice opportunities. Early literacy diagnostics were also utilized in k-1 which has been an advantage, however, PVUSD has been lacking a Universal Screening Assessment in K-3 for early literacy to ensure that gaps are effectively addressed early on and intervention resources are utilized
efficiently.

In addition, in the last two years PVUSD has adopted Benchmark Advance/adelante providing opportunities for our students to interact in complex text. However, being able to engage and provide access to complex text for all students including EL and Special Education students has been a challenge. In the effort to support learning, we have identified language structures such as vocabulary development and phonemic awareness as critical gaps to fill so students can access these texts. This can be seen in the number of EL and Special Education students reclassified and meeting at least one years growth on MAP.

In the area of ***Pupil Supports,*** all elementary sites in PVUSD have access to an intervention teacher, all had an opportunity to attend summer school this past year. However, there has been a need to effectively utilize intervention to support Tier II interventions driven by data based decision instead of core Tier I instruction. Our extended Learning programs are robust and motivating for students, however have not always been aligned to support the literacy needs after school of our vulnerable students.

Finally, in terms of ***Family and Community Supports, PVUSD has a Parent Engagement Team and Network which hosts family conferences, literacy, math, and science nights, and also supports translating services and supports for our students and families. However, sites especially the the three involved in the grant have challenges with parent engagement at there school sites in terms of developing culture of literacy no matter what language. There is a high need for parental support and developing a culture of literacy and high expectations for learning on their campuses.***

4. Explain how the LEA consulted with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the Root Cause Analysis and Needs Assessment and proposed expenditures of the grant funds. If the School Site Council (SSC) was used for this purpose, describe how the school provided public notice of

meetings and how meetings were conducted in the manner required by Section 35147 of the *Education Code*.

Each of the three school sites used multiple opportunities to reach out and gain input from their stakeholders and school community. The sites utilized data from our District-wide Youth Truth data that was given to select grade levels of students, families, and staff. In addition, they offered parents and staff the opportunities to give feedback using a site family literacy survey, as well as during general parent meetings, SSC, ELAC, and staff meetings. The proposed Literacy Action Plan and proposed budget were also presented during site SSC and ELAC meetings after input was gathered. and prior to requesting approval from the Board of Trustees. Public notice was given to the community by posting the agenda for SSC and ELAC Meetings at least 72 hours before hosting the meeting.

5. Justify LEA partnerships with literacy experts from the county office of education for the county in which the LEA is located, a geographic lead agency established, or the Expert Lead in Literacy in the development of the Root Cause Analysis and Needs Assessment and the Literacy Action Plan. If applicable, describe any partnership with a member of an institution of higher education or nonprofit organization with expertise in literacy for this purpose, which may also involve experts in participatory design and meaningful community involvement.

All three sites engaged stakeholders in a variety of ways. We first formed an Early Literacy Leadership Team with the support of SCOE, PIVOT, and CORE. The Root Cause analysis, and needs assessments were modeled and allowed for a plan by each site team to be formed. Teachers participated in 9 professional development sessions around early literacy foundational skills instruction and how to conduct a root cause analysis in conjunction with a needs assessment. Site Leadership teams met frequently each month. All site Administrators with the grant coordinators to work analyzing data and to ensure sites were supported. Teachers also administered DIBELS/ IDEL 8 with students and gathered multiple measures from their students. In addition, staff and parents were provided surveys based on four categories of the grant. Questions were developed around *1. Access to High Quality Teaching 2. Support for Literacy and Learning 3. Pupil Supports, Family and Community Supports.* Input from families, staff,and the community was also gathered during School Site Council Meetings and regular monthly parents meetings. In addition, input from the District Youth Truth Survey was included which also collects information from staff, students and families regarding academics, student perception, growth mindset and culture/climate and family resources.

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.*

6. Describe how enrollment, program participation, and stakeholder engagement were leveraged to address the literacy needs of students enrolled in grades TK–3 at participating eligible schools, and include a brief narrative of analytical findings (see chart on page 8).

All three school sites were well represented in the development of the Literacy Action plan of the grant. Stakeholders from site Literacy Leadership Teams, ELAC, SSC, general parent meetings, staff meetings, and survey data were included.

ELSB grant Literacy Leadership Teams were teachers and staff representing each one of the grade levels included in the grant, as well as Special Education staff. Also, each site's principal and academic coordinator were members of the team. Next year, our newly hired curriculum coaches and parent engagement specialist will also be included.

In addition, two different surveys were used to provide feedback. Both surveys which were utilized to gather additional input included a version for families and staff, one also included a format for student voice.

Lastly, all 3 sites included input sessions during ELAC, general parent meetings, and SSC meetings. All 3 schools presented the literacy Action Plan and budget to SSC before requesting approval from the Board of Trustees.

NOTE: Use the chart below to identify the anticipated number of students enrolled who will be served by ELSB Grant-funded activities and the **primary** stakeholders (teachers, administrators, parents, community members, etc.) who were active participants in the Root Cause Analysis, Needs Assessment, and development of the three-year Literacy Action Plan.

Description	Student Enrollment (List only the number for each grade level, TK–3, by eligible participating school)	Participating Teachers (List only the number for each grade level, TK–3, by eligible participating school)	Participating Administrator(s) (List only role and number of each by district office and eligible participating school.)	Other Stakeholder Input (List all participating stakeholder groups by eligible participating school. For example, SSC, English Learner Advisory Committee [ELAC], school board, etc., and the number of participants for each.
Example	Mozart Elementary TK = 48 K = 52 1 = 56 2 = 58 3 = 64 Chopin Elementary, etc...	Mozart Elementary TK = 0 K = 1 1 = 1 2 = 1 3 = 1 Chopin Elementary, etc...	• District ELA Curriculum Director = 1 • District Literacy Coaches = 10 • District Budget Technician = 2 • Mozart Admin = 1, etc.	• Mozart Elementary J.S. SSC (7), ELAC (4), Title I parent meeting (28), DELAC (7), school board (7) • Chopin Elementary, etc.
Numbers	*Mozart = 278*	*Mozart = 4*	*Mozart = 1*	*Mozart =39*
Overall Participant Totals	Amesti Elementary TK= 4 K=63 1=70 2=84 3=68	Amesti Elementary TK=1 K=4 1=4 2=4 3=4	District Early Literacy Coordinator = 1 Fiscal Analyst = 1 Amesti Principal = 1	• Amesti Elementary SSC(6), ELAC (6) School Board (7) Parents through Surveys (20)

			Amesti Academic Coordinator = 1	
	Amesti=289	Amesti=17	Amesti = 4	Amesti = 40
	Calabasas Elementary TK=22 K=64 1=66 2=86 3=93	Calabasas Elementary TK=1 K=3 1=3 2=4 3=4	District Early Literacy Coordinator = 1 Fiscal Analyst = 1 Calabasas Principal = 1 Calabasas Academic Coordinator = 1	● Calabasas Elementary SSC (10), ELAC (5) School Board (7) Parents through Surveys (57)
	Calabasas=331	Calabasas=15	Calabasas = 4	Calabasas = 69
	Radcliff Elementary TK=11 K=64 1=72 2=71 3=61	Radcliff Elementary TK=1 K=3 1=3 2=3 3=4	District Early Literacy Coordinator = 1 Fiscal Analyst = 1 Radcliff Principal = Radcliff Academic Coordinator = 1	● Radcliff Elementary SSC and ELAC are combined (18) School Board (7) Surveys (15)
	Radcliff=279	Radcliff=14	Radcliff = 4	Radcliff= 40