

## 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](mailto:ELSBGrant@cde.ca.gov).

#### **Name of District and Eligible Participating School(s):**

Klamath Trinity Joint Unified School District - Hoopa Valley Elementary School

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**Report Submitted By (Name/Title):** Scotty Appleford

**Phone/Email:** (530) 625-5600 ext 2206

**Period Covered:** July 30<sup>th</sup> 2020 thru July 30<sup>th</sup> 2021

**Date Submitted:** 9/8/21

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 – 1<sup>st</sup> grade teacher at Mozart Elementary; A. Vivaldi – Principal, Bach Elementary, R. Wagner – Bach Site Literacy Coach, G. Verdi – District Curriculum Coordinator etc.).

a. The ELSB team, with the help of SCOE, through the Root Cause Analysis and Needs Assessment, has examined both school-level and local educational agency-level practices and unmet needs, including those relating to school climate, social-emotional learning, and the experience of K-3 students who are below grade-level standard on the ELA content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

Strengths and weaknesses were identified and evidence of each was attached to our Root Cause Analysis, Needs Assessment, and Literacy Plan.

All of our K-3 teachers at HVES implement an amazing Arts program (Turnaround Arts), and we have done a lot of work toward training staff and implementing trauma-informed practices in classrooms to address social-emotional learning.

Some teachers in K-3 are currently involved in MTSS training to work on school-wide issues around discipline practices, including in-school suspensions and Social Emotional Learning. We are developing a stronger systematic response to behavioral issues at HVES through PBIS. We also have developed a Native American Cultural curriculum which is aligned to Common Core ELA standards. All of the above is contributing to the performance of our students in K-3 Literacy, serving to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions.

Due to the fact that our school has high turnover in administration and instructors our school has not maintained consistency in implementation of effective literacy strategies and programs. Our teachers also have not been trained in the latest Literacy Science and HVES does not have a systematic way of carrying knowledge learned in PD's forward to new teachers.

K-2 teachers at HVES use Core Growth for Report Cards, however, it is used inconsistently (especially during COVID school closure this year) and 3rd grade teachers do not use it. Also, it does not measure fluency in any literacy skills

K-3 teachers at HVES have implemented MAP, however, it has not been used by the majority of K-3 teachers as a diagnostic, primarily because teachers have not been trained in analyzing data towards the purpose of improving literacy outcomes for students (See MAP data link).

HVES K-3 students have been screened by DIBELS, however, it is not given consistently, the staff is not trained in implementation and data analysis, and progress monitoring is not being maintained. We began an RTI program in 2019 after analyzing collected DIBELS data and conducting a secondary diagnostic using Anita Archer's Phonics for Reading Placement Test. Although it was highly effective for the 50 or so students who were given intervention in 2019, it was disbanded in the following year by the administration with the intention of some other intervention taking its place. This never happened and LP's that were being assigned to teach were assigned elsewhere so there were no instructors to keep it going. SRA kits were given to teachers for differentiated instruction in the classroom, however, many teachers did not get training and did not use the kits.

In developing our Needs Assessment, the ELSB team met weekly and sometimes bi-weekly to further examine our Root Cause Analysis and prioritize our greatest needs for K-3 to focus upon in our grant. In discussing common issues we are all facing as K-3 teachers with instruction, examining our assessments, and analyzing results from our data, we agreed that our 3 priorities are: (1) Providing Professional Development for our K-3 literacy instructors on the latest Literacy Science,(2) Receiving Professional Development and developing a comprehensive assessment system in which we are administering common assessments and holding monthly PLC meetings, analyzing and making decisions towards increased student literacy based on the data from those assessments, and (3) development and implementation of a strong RTI literacy framework. We agreed that we would not be taking immediate action on mental health resources and research-based Social Emotional Learning as we are currently focusing upon those areas through our MTSS committee (through PBIS), our previous and on-going work in Trauma Informed Practices, and the establishment of a Wellness Center connected to our school. We also agreed that we would not be prioritizing strategies to provide culturally responsive curriculum and instruction, except to expand upon our library with books written by and about Indigenous peoples, because we have in place a Cultural Curriculum based on California Common Core Standards. We agreed as well that we were not going to prioritize instruction for English Language Learners as we currently only have 2 students who fit that category. Late in our decision making, we felt that it would be necessary to hire a Literacy Coach to aid us in implementation and continuity of new literacy systems we will be receiving PD's on and establishing.

b.  
LEA ELSB Lead – Scotty Appleford  
Primary Fiscal Contact – Carmie Hostler

c.  
Kim Stephens      Teacher, Kindergarten  
Nikki Valentine    Teacher, 1st Grade  
Rose Leazer      Teacher 2nd Grade  
Tina West      Teacher 3rd Grade  
Jason Paytas      Teacher, 4th Grade  
Margo Robbins      Indian Education Director  
Kai Weber      Resource Specialist, K-4  
Scotty Appleford    Principal  
Craig Kimball      Special Education Director

Jennifer Glueck     Superintendent

- a. 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 and needs assessment revealed no comprehensive assessment system (screening, progress monitoring, diagnostics, and curriculum-embedded) in which common assessments are administered (measuring phonemic awareness, phonics, fluency and comprehension) and calendared monthly PLC meetings are held in which teachers analyze and make decisions towards increased student literacy based on the data from above noted assessments.

(Links here) CAASPP data, MAP data, and DIBELS data, [Needs Assessment](#)  
[Root Cause Analysis](#)

- b. 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.

The only common assessment administered in the 2020-21 school year is MAP which is currently being given now through June of 2021. Data collection through Common Core and

Dibels was inconsistent. Data was not collected in a format for analysis and no PLC meetings have been held for staff in which data would have been analyzed for decision making.

Root cause analysis and needs assessment revealed no current K-3 RTI programs in existence at HVES

A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data.

RTI program that was developed in 2019 was disbanded in the Fall of 2020. No new RTI program was developed to take its place..

Core Growth, [MAP data](#), and [DIBELS data](#) shows low student performance (Insert Link) Link to needs assessment and root cause analysis provided

- c. 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*.

Beginning in January 2021, a team of literacy stakeholders began attending the ELSB training meetings held by the Sacramento County office of Education. In January the team was trained and gained a better Understanding of Reading difficulties. In February, the team members identified key literacy data for the Root Cause Analysis and Needs Assessment and, began reflecting on current literacy instructional practices to inform the Literacy action Plan. In March 2021, the team members came together to better understand the purpose and benefit of a Root Cause Analysis and its role in creating a Literacy Action Plan (LAP)--understanding it as a process and a model for honing in on what we wanted to include in our LAP.

The ELSB team, with the help of SCOE, through the Root Cause Analysis and Needs Assessment, has examined both school-level and local educational agency-level practices and unmet needs, including those relating to school climate, social-emotional learning, and the experience of K-3 students who are below grade-level standard on the ELA content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

Strengths and weaknesses were identified and evidence of each was attached to our Root Cause Analysis, Needs Assessment, and Literacy Plan.

[Differentiated \(DA\) Assistance Plan](#) (aka Snapshot)  
[Leadership w/ staff review of steps](#)

Fishbone Data: [Staff](#); [Students](#)

Hattie's analysis by teachers: [Synthesis Google Sheet](#); [Coming to agreement ELSB Driver Diagram](#)

School Site Council Meeting Minutes/Agenda with ELSB grant

[February 2021](#)

[March 2021](#)

[April 2021](#)

[Impact Aid Report to Tribes and Community Members](#)(Contains MAP 2019-20 data)

[MTSS Work \[Wild Rivers Grant\]](#)

[Fidelity Integrity Assessment \(FIA\)](#)

Link to District Website Home page: [Cultural Curriculum](#)

ELSB: [Root Cause Analysis Jamboard](#) and [Fishbone](#)

[Text Selection Note Catcher](#)

[Language Comprehension Note Catcher](#)

[KTJUSD Word Recognition Note Catcher](#)

- d. 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.

Hoopa Valley Elementary partnered with the Humboldt County Office of education to facilitate the application and development of our grant proposal. We meet bi-weekly with their grant specialist to carry over Differentiated Assistance efforts into our grant proposal. In addition we participated in training and collaboration sessions with Sonoma County Office of education in developing our grant.

Lastly, we again have partnered with HCOE in partnering with other schools to provide LETRS training for our K-3 staff members through the course of the next two years.

- e. 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).

In developing our Needs Assessment, the ELSB team met weekly and sometimes bi-weekly to further examine our Root Cause Analysis and prioritize our greatest needs for K-3 to focus upon in our grant. Our school site council meet monthly to discuss updates and provide opportunities for feedback on the direction of our application process and focus.

In discussing common issues we are all facing as K-3 teachers with instruction, examining our assessments, and analyzing results from our data, we agreed that our 3 priorities are: (1) Providing Professional Development for our K-3 literacy instructors on the latest Literacy Science,(2) Receiving Professional Development and developing a comprehensive assessment system in which we are administering common assessments and holding monthly PLC meetings, analyzing and making decisions towards increased student literacy based on the data from those assessments, and (3) development and implementation of a strong RTI literacy framework.



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.

| <b>Description</b>                | <b>Student Enrollment</b><br>(List only the number for each grade level, TK–3, by eligible participating school) | <b>Participating Teachers</b><br>(List only the number for each grade level, TK–3, by eligible participating school) | <b>Participating Administrator(s)</b><br>(List only role and number of each by district office and eligible participating school.)   | <b>Other Stakeholder Input</b><br>(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.) |
|-----------------------------------|--|--|--|---|
|                                   | Hoopa Valley Elementary<br>TK = 0<br>K = 20<br>1 = 50<br>2 = 50<br>3 = 31  | Hoopa Valley Elementary<br>TK = 0<br>K = 3<br>1 = 2<br>2 = 3<br>3 = 2  | <ul style="list-style-type: none"> <li>• District ELA</li> <li>• District Literacy Coaches = 5</li> <li>• District Budget Technician = 1</li> <li>• Hoopa Admin = 1, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Hoopa Elementary. SSC (10), ELSB Team (4), School Board (5)</li> </ul>   |
| <b>Numbers</b>                    | <i>Hoopa= 151</i>  | <i>Hoopa= 10</i>   | <i>Hoopa= 7</i>  | <i>Hoopa =19</i>  |
| <b>Overall Participant Totals</b> | 151  | 10   | 7  | 19  |