

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):

Barstow Unified School District, Crestline Elementary School

Report Submitted By (Name/Title): Jamie Fisher/Director of Instructional Support Services

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Period Covered: Planning Year, December 1, 2020-June 30-2021

Date Submitted: __July 29, 2021_____

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.).

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

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

ELSB Lead: Jamie Fisher, Director of Instructional Support Services
Primary Fiscal Contact: Deanna Dibble, Chief Business Officer

Include the names of participants for each participating school and participant roles.

C. Mauldin, Principal, Crestline Elementary
K. Utter, Teacher, Crestline Elementary
D. Leon, Teacher, Crestline Elementary
C. Hill, Teacher, Crestline Elementary
M. Teran Milton, Crestline Elementary
J. Fisher, Director of Instructional Support Services, Barstow Unified School District

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.

The team looked at current DRA scores and letter/sight word recognition assessment results and determined a lack of knowledge in these areas for students. After examining the master schedule and teaching practices, it was determined that more time was needed to implement reading instruction, as well as additional professional development was needed to improve effective instructional practices with reading and literacy. Crestline Elementary is in the process of looking at equity within all systems and procedures due to the Office of the Attorney General's stipulated judgment and has determined that there is room for improvement for all students.

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.

The root cause analysis and need assessment determined that Crestline Elementary is lacking in reading instructional time, effective reading instructional practices and a consistent

procedure or expectation for giving reading assessments. Student data from DRA and sight words showed that a majority of students were below grade level and needed intervention to improve reading scores. One of the strengths of our school is the willingness of all staff members to learn new strategies and implement them. Another strength is that the curriculum has the needed materials and that the site has the staff needed and able to be put in place and implement these changes. Several assets are that the Crestline staff is cohesive and willing to implement change to support student learning. There is consistency in the staff and low turnover rates, smaller class sizes, and a safe school climate.

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*.

Crestline Elementary School's ELSB Grant Team consisted of the site principal, four teachers (Grades K-3), and the District Director of Instructional Support Services. The team attended all Pivot-Core/SCOE trainings and meetings to gain understanding of and support in conducting the root cause analysis and creating the needs assessment and literacy action plan. The completed plan and proposed budget expenditures were shared with the Crestline Elementary School Site Council on May 11, 2021, and the English Learner Advisory Committee on April 29, 2021. Parents were notified of ELAC meetings through the ELAC Google classroom and phone calls. SSC parents were notified by email, digital calendar invite, and phone calls. The meetings were conducted at a regular ELAC or SSC meeting and discussed as part of the agenda.

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.

For the development of the Root Cause Analysis, Needs Assessment and the Literacy Action Plan, the Barstow USD/Crestline Elementary worked with Pivot Learning and the Sacramento County Office of Education. Sessions included evidence-based reading instruction and assessment, root cause analysis, needs assessment, and developing the Literacy Action Plan. SCOE also provided technical assistance with conducting the root cause analysis and needs assessment and developing the Literacy Action Plan.

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).

Crestline Elementary will be implementing the Literacy Action Plan starting in the 2021-2022. During the planning phase, the team met with the kindergarten through third grade teachers at the site to discuss the findings of the root cause analysis and needs assessment and to gain input for the Literacy Action Plan. Teachers were receptive and excited to receive training that will increase their knowledge and expertise in literacy and reading instruction. Data shows English Learners generally perform below standard in reading but are increasing in their reading scores and suspension data shows a high suspension rate among African American students. ELAC parents were positive about the plan and requested that the site increase the number of Spanish library books, including ones that can be sent home for parents to read with their students. The site is also seeking to improve relationships with families through literacy, such as offering a Latino Family literacy class, African American literacy class, and various parent engagement nights based on literacy.

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...	<ul style="list-style-type: none"> • District ELA Curriculum Director = 1 • District Literacy Coaches = 10 • District Budget Technician = 2 • Mozart Admin = 1, etc. 	<ul style="list-style-type: none"> • Mozart Elementary J.S. SSC (7), ELAC (4), Title I parent meeting (28), DELAC (7), school board (7) • Chopin Elementary, etc.
Numbers	<i>Mozart = 278</i>	<i>Mozart = 4</i>	<i>Mozart = 1</i>	<i>Mozart =39</i>
Overall Participant Totals	Crestline Elementary K = 68 1 = 105 2 = 82 3 = 79 Total = 334	Crestline Elementary K = 4 1 = 6 2 = 4 3 = 4 Total = 18	District Director/Instructional Support Services = 1 Crestline Elementary Admin = 1 Total = 2	Crestline Elementary SSC (10), ELAC (8), school board (5) Total = 23