

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: Barstow Unified School District

Program Lead: Jamie Fisher Email/Phone: jamie_fisher@busdk12.com; 760-255-6024

Fiscal Lead: Deanna Dibble Email/Phone: deanna_dibble@busdk12.com; 760-255-6009

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

<input checked="" type="checkbox"/> 1. Crestline Elementary School	<input type="checkbox"/> 6. NA
<input type="checkbox"/> 2. NA	<input type="checkbox"/> 7. NA
<input type="checkbox"/> 3. NA	<input type="checkbox"/> 8. NA
<input type="checkbox"/> 4. NA	<input type="checkbox"/> 9. NA
<input type="checkbox"/> 5. NA	<input type="checkbox"/> 10. NA

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): CDE, SCOE, Pivot/CORE

LEA URL for public posting of ELSB Grant Reports: [https://www.busdk12.com/departments/education-](https://www.busdk12.com/departments/education-services/instructional-support-services/elsb)

[services/instructional-support-services/elsb](https://www.busdk12.com/departments/education-services/instructional-support-services/elsb)

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

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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	The Supportive School Climate Office with Barstow Unified School District collaborates with sites to develop capacity and improvement through various CR-PBIS and other team meetings and direct school climate support at the site level.	School Climate is being addressed at the district level through other funding sources.	Crestline is a Capturing Kids' Hearts school and builds school climate through the practices, strategies, and components of CKH and CR-PBIS.	School Climate is being addressed at the site level through other funding sources.
Social-emotional learning	The Supportive School Climate Office with Barstow Unified School District collaborates with sites to develop capacity and improvement through various CR-PBIS and other team meetings and direct social-emotional support at the site level.	Social Emotional Learning is being addressed at the district level through other funding sources.	Crestline utilizes Capturing Kids' Hearts, Peekapak, Second Step and CR-PBIS strategies to meet the social-emotional learning needs of students.	Social Emotional Learning is being addressed at the site level through other funding sources.
Experience of pupils below grade-level standard on the ELA content standards	For the 2020-2021 school year, students participated in distance learning. Most grade levels were able to join hybrid learning for the last six weeks of school.	Distance/hybrid learning present considerable challenges for students and teachers regarding reading and ELA content standards. Many students fell into below grade-level status because they did not have the in-class	Crestline has been using a leveled EXCEL model to address students' needs with intervention and enrichment, but this model has been difficult to adapt to distance learning and hybrid learning.	For the 2021-2022 school year, Crestline will address students needs in reading/ELA content standards by building into the schedule a 30-minute intervention block so that all students have access to intervention rather than relying on afterschool

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		experience to learn reading and literacy skills.		tutoring/intervention, which only a portion of students who need help are able to attend.
Experience of families of pupils below grade-level standard on the ELA content standards	BUSD encourages all sites to offer afterschool intervention with site and/or district funding.	Not all sites were able to offer afterschool intervention during distance/hybrid learning due to staff shortages and availability.	Crestline afterschool intervention, even during distance/hybrid learning, only helps students who are able to attend. Crestline is looking to restructure this to an in-school intervention model.	Crestline will provide an in-school intervention block so all students have access to reading intervention (see above).

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	iReady Diagnostic 1 indicated that 26% of all BUSD students were at or above grade level in reading; however, only about 64% of students tested and these were remote sessions where students may have had family assistance.	Remote testing did not provide accurate results for the iReady reading data. One-third of students did not test due to difficulties with technology, and those who did test, especially in Grades K-3 tended to have family assistance with the assessment.	iReady Diagnostic 1 indicated that 23% of Crestline students were at or above grade level in reading; however, only about 65% of students tested and these were remote sessions where students may have had family assistance.	As with the District, remote testing did not provide accurate results for the iReady reading data. About one-third of students did not test due to difficulties with technology, and those who did test, especially in Grades K-3 tended to have family assistance with the assessment.
	Barstow School District teachers were able to learn how to provide	Regular attendance with distance learning played	All students were provided instruction via Google Meet. Students were also	Distance learning did not provide the best conditions for teaching literacy and

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Data on effective practices (<i>reference previous chart</i>)	instruction via Google Meet and Google Classroom.	a large role in students' progress.	able to access intervention/help time each day with their teachers.	reading, especially in Grades K-3. It was difficult to determine effectiveness of in-person practices since the site was in distance learning for nearly the entire year.
Data on ineffective practices (<i>reference previous chart</i>)	NA	Administering assessments via distance learning was difficult because of student participation rates being much lower than in-person instruction and many assessment scores being higher than in-person instruction due to parents and families helping students to complete the assessment.	NA	Crestline's ineffective practices were the same as the at the District level. As discussed in the previous portions of this table, distance learning did not provide the best conditions for effective reading instruction and assessment.
Equity and performance gaps	Grade K-3 data tended to be skewed due to parental assistance with assessments. Also, participation rates varied and were not as high as when given during in-person instruction. However, 36% of Hispanic students, 34% of white students, and 31% of African American students improved in reading	African American students need the most reading and literacy intervention, followed by white and Hispanic students.	Grade K-3 data tended to be skewed due to parental assistance with assessments. Also, participation rates varied and were not as high as when given during in-person instruction. However, African American students had the highest reading growth in grades K and 3, while white students had the highest growth in reading for grades 1 and 2.	African American students need the most reading and literacy intervention, followed by Hispanic students. Although white students saw the most growth, most are still below grade level.

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3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
3.1.a Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	Literacy Coach	The Literacy Coach Action Item did not lead to improvement with student Oral Fluency on the Wonders Grade Level Fluency Assessments or DRA scores.	Crestline Elementary was able to hire two part-time paraeducators to work with students in reading. Crestline was unable to hire a Literacy Coach this year due to severe staffing shortages across the district. The Title I-funded site Academic Intervention Specialist position was also unable to be filled due to staffing shortages; however, Crestline was able to organize an afternoon schedule for one teacher with Reading Specialist experience to meet with leveled student groups across students in Grades 1-3 grade levels in coordination with the two part-time paraeducators.
3.1.b Development of strategies to provide	No Specific Goal	No Action Needed	NA	All BUSD staff participated in mandated trainings that included behavior intervention plans, manifestation

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culturally responsive curriculum and instruction				determination, child find, specialized instruction, and reasonable accommodations. Additionally, the BUSD Office of Supportive School Climate meets with schools monthly to discuss CR-PBIS implementation and progress.
3.1.c 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	1. Improve student Oral Reading Fluency through instruction practices	In support of goal 1, by September 1, 2022, a PD plan will be developed in cooperation with the San Bernardino County Office of Ed to provide training to teachers on instructional strategies for Oral Reading Fluency and Sight Word Recognition during the 2022-2023 school year.	For the 2021-2022 school year, the SBCSS PD Action Item did not lead to improved student oral fluency. Per our root cause analysis and needs assessment, effective strategies for teaching oral reading fluency and sight word recognition are needed for students to be able to become strong readers. According to our DRA and Sight Word assessments, many of our students are scoring below grade level on fluency. Sight word recognition assessments show that many students are struggling with basic word recognition.	Crestline Elementary is a Title I schoolwide program and CSI-identified school, and thus has a number of initiatives in place, including developing school culture with Capturing Kids' Hearts and increasing teacher Professional Learning Communities through Catapult Learning. As the school year got underway, the site realized the enormous task of negotiating COVID and redeveloping site and classroom expectations and relationships. Taking on further professional development beyond the site's initiatives with the
	3. Improve DRA scores through guided reading practices	In support of goal 3, by September 1, 2021, a PD plan will be developed in cooperation with Scholastic Reading to provide training on guided	For the 2021-2022 school year, the Scholastic Reading PD Action Item did not lead to improved student oral fluency. Per our root cause analysis	Pivot/Core SCOE training (OERA) and district level monthly trainings in iReady and county-level math professional development, it was

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		reading strategies and practices during the 2021-2022 school year.	and needs assessment, guided reading strategies are not utilized in the classroom. According to our DRA scores, many of our students are scoring below grade level and are not showing adequate growth. PD Plan Copy of Crestline Elementary Daily Schedule	decided to table bringing in additional professional development through Scholastic.
	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	In support of goal 1, by September 17, 2021, Data Analysis of the first Sight Word and Oral Fluency assessments will be completed, and an intervention plan will be written and turned in by each grade level Kinder through 3rd.	Data analysis and using data to drive instruction has not been done with consistency at our school and is an area that needs improvement. PD Plan 2021-2022 Assessment Data	
3.1.d Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD)	1. Improve student Oral Reading Fluency through instruction practices 2. Improve consistency in giving assessments and data analysis	In support of goal 1 by September 1, 2021, all staff in grades Kinder through Third will be trained on how to use the newly created Fluency and Sight Word Assessment Procedures.	Per our root cause analysis and needs assessment, there is inconsistency in how assessments are given and scored. This has an effect on data analysis at grade level meetings. According to discussions with teachers, not all teachers are giving the same assessments nor are they giving them in the same way.	Crestline has been working with a consultant to develop effective PLCs. Teachers greatly improved communication and shared practices within their grade level groups this year. Teachers are still developing cross grade level articulation and practices so that all assessments are being given and in a consistent

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adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction				manner across grade levels.
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4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
3.2.a 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	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	By March 30, 2022, we will purchase books that are culturally diverse, represent our population and bilingual for library, classroom and distribution use. This supports our goal for increasing fluency and our goal to for guided reading. We will also purchase books for teachers to use for read alouds and that support their training from the San Bernardino County Office of Ed.	By purchasing culturally diverse books, we will be more intentional in being responsive to the cultures of our students and help them feel more included and represented. 2021-2022 Assessment Data PD Plan	Crestline was able to purchase a classroom library of culturally diverse books for Grades K-3 this year. The site was also able to purchase a full leveled reading library “book room” to use for guided reading groups. While adding culturally diverse books to classroom libraries generated student interest in books, it is difficult to determine the impact of purchasing culturally diverse books for

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development for staff on effective use of these materials	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	By March 30, 2022, we will purchase leveled reading books for teachers to use during guided readings groups.	Leveled reading books will allow teachers more options that meet students' interest level.	classroom libraries and student use on reading achievement.
3.2.b Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments	No Specific Goal	No Action	NA	The team decided to use the assessments included in our Wonders adoption and the DRA assessments provided by the district. Training will be provided by our staff and district personnel at no cost to the site.

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
3.3.a Expanded learning programs, such as before- and after-school programs or	No Specific Goal	Afterschool tutoring	Per our needs assessment and root cause analysis, we have students that need more intervention and support than we can	After school tutoring was funded at the district level this year through the Expanded Learning Opportunities grant. Since this will be the case next

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summer school, to improve pupils' access to literacy instruction			provide during the school day.	school year, this goal will be modified to "no action."
3.3.b Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	No Specific Goal	No Action	NA	Crestline student continued to receive extended school day supports in literacy through the site Save the Children program.
3.3.c 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	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	We will purchase read aloud books, library/classroom library books and books to be sent home that better reflect our student population.	Classroom library inventories: We found that our curriculum lacks in books and stories that have cultural diversity and girl empowerment.	Crestline was able to purchase a classroom library of culturally diverse books for Grades K-3 this year. While adding culturally diverse books to classroom libraries generated student interest in books, it is difficult to determine the impact of purchasing culturally diverse books for classroom libraries and student use on reading achievement.
3.3.d Strategies to implement research-	No Specific Goal	No Action	NA	We are a Capturing Kids Hearts school which includes specific SEL strategies. SEL is part of

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based social-emotional learning approaches, including restorative justice				our Daily Schedule as well as the many components of Capturing Kids Hearts. Our district also provides separate SEL programs (Peekapak and Second Step) for our teachers and students to use. Copy of Crestline Elementary Daily Schedule
Expanded access to the school library	No Specific Goal	No Action	NA	Crestline's library still offers a wide variety of books that meet students' needs and interests. Students were able to access the library in moderation due to COVID restrictions/social distancing throughout the school year, but expanded access occurred in the spring once COVID restrictions/social distancing relaxed.

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
3.4.a	No Specific Goal	By May of 2022, we will develop a plan for	Our root cause analysis and needs assessment	Crestline has a full-time counselor on staff at the

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Development of trauma-informed practices and supports for pupils and families		supporting families who are experiencing trauma and difficulties.	show that we have students that due to the pandemic are struggling with stress and isolation.	site as well as access to additional support with the BUSD Peer Counselor, Outreach Liaison, Child and Welfare Attendance Director, and school psychologists. The district has developed a support system to help students and families experiencing trauma, including access to the BUSD Pupil Services Students and Family Engagement (S.A.F.E.) Resource Center. Since the district is providing these resources, Crestline did not provide supports beyond family involvement nights and increased parent/school communication. This Action Item will be changed to “No Action” since it is being addressed through site and district funds not associated with the ELSB grant.
3.4.b Provision of mental health resources to support pupil learning	No Specific Goal	No Action	NA	Crestline had a full-time counselor at the site for the 2021-2022 school year funded through the district.
3.4.c	No Specific Goal	30-minute intervention block built into the day	Per our needs assessment and root cause analysis, we have	Crestline fully-implemented the imbedded 30-minute

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Strategies to implement multi-tiered systems of support and the response to intervention approach			students who need reading intervention. Intervention time is needed in the school day as many of our students struggle to stay after school.	intervention block into the schedule this year and will continue with this model moving forward. This had no associated cost and was not funded with the ELSB grant, so it will become a “No Action” item going forward.
3.4.d Development of literacy training and education for parents to help develop a supportive literacy environment in the home	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	Each trimester a parent engagement night will be held to support student literacy. Students will be given books and parents will be given tools and strategies to use with their students at home. 1st trimester Literacy Night 2nd trimester Sight Word Fair 3rd trimester Family Reading Night	Per our DRA assessment questionnaire, students report that they do not have books to read at home and parents need support with reading strategies. Studies show that students that read 20-30 minutes daily increase their reading ability and vocabulary.	Crestline was able to hold all three literacy family nights this year. Additionally, Crestline purchased Summer Reading Kits for all K-3 students that include five books and review materials for reading, phonics, grammar, and writing to distribute to K-3 students before school ends.
3.4.e Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	Latino Family Literacy class will be offered in the 2021-2022.	ELAC parents have requested more support with reading with their students at home. Providing training and opportunities to read with students increases family support and engagement.	The Latino Family Literacy Project is funded through Title III and administered at the district level. The district had difficulty with implementing the Project this year due to COVID restrictions/social distancing, so the Project was tabled until next school year. Also, since the Project is a district initiative, Crestline will use the ELSB grant to supplement the site’s

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				families with literacy materials in coordination with what they learn from the trainings.
	1. Improve student Oral Reading Fluency through instruction practices 3. Improve DRA scores through guided reading practices	African American Literacy class will be offered in 2021-2022.	Parent engagement and feelings of being part of a school help student achievement and behavior. This program will support our African American families and students.	Crestline had some difficulty coordinating the implementation of this literacy class this year due to changes in who was intended to help provide the training; however, that has been resolved and the training will take place for the 2022-2023 school year.

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	The Supportive School Climate Office with Barstow Unified School District collaborates with sites to develop capacity and improvement through various CR-PBIS and other team meetings and direct school climate support at the site level.	School Climate is being addressed at the district level through other funding sources.	Crestline is a Capturing Kids' Hearts school and builds school climate through the practices, strategies, and components of CKH and CR-PBIS.	School Climate is being addressed at the site level through other funding sources.
	The Supportive School Climate Office with Barstow Unified School	Social Emotional Learning is being addressed at the district	Crestline utilizes Capturing Kids' Hearts, Peekapak, Second Step and CR-	Social Emotional Learning is being addressed at the

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<p>Social-emotional learning</p>	<p>District collaborates with sites to develop capacity and improvement through various CR-PBIS and other team meetings and direct social-emotional support at the site level.</p>	<p>level through other funding sources.</p>	<p>PBIS strategies to meet the social-emotional learning needs of students.</p>	<p>site level through other funding sources.</p>
<p>Experience of pupils below grade-level standard on the ELA content standards</p>	<p>Students attended school in-person on campus this year unless parents opted into Barstow Digital Academy/long-term independent study. Having students for in-person instruction greatly increased the ability of students to access ELA content standards instruction and receive differentiated instruction</p>	<p>Only one out of seven elementary sites were able to fill their Title I funded Reading Specialist/Academic Intervention Specialist positions this year due to staffing and hiring shortages across the district. The district also experienced subbing shortages, which affected elementary class sizes on a daily basis.</p>	<p>Crestline has a 30-minute intervention block embedded in their schedule five days per week. This ensures that all students have access to intervention during school hours. Even though unable to fill the Title I Reading Specialist/Academic Intervention Specialist position at the site and with sub shortages, Crestline was also able to create an additional afternoon reading intervention block in the afternoons during which Grade 1-3 students were leveled and received additional support from a Grade 2 teacher with reading specialist training and the two reading paraeducators the site was able to hire with the grant. 2021-2022 Assessment Data</p>	<p>Crestline was unable to fill a Title I funded Reading Specialist/Academic Intervention Specialist position this year due to staffing and hiring shortages across the district. The site also experienced sub shortages, so classes often had to be split and students placed in other classrooms, which affected instruction. Sub shortages also hindered implementing guided reading training this year.</p>

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Families of pupils below grade-level standard on the ELA content standards	Barstow Unified offered Barstow Digital Academy long-term independent study program this year to give families alternatives to in-class instruction, as many parents were apprehensive about exposure to COVID. Overall, the district increased in enrollment and maintained an average of 600 students in ISP.	Families gradually gained confidence in returning to in-person family nights and other events schools sponsored to promote learning. Families still need support with understanding how to help their students with improving reading and literacy skills, especially since most returned to school this year below grade level.	Crestline was able to hold the proposed family literacy nights this year to promote literacy with families and increase parents' understanding of and ability to help their students with reading.	Crestline was unable to conduct the District-level Latino Family Literacy Project or site-level African American Literacy class this year and will carry these actions forward.
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8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	iReady Diagnostic 1 indicated that 12% of all BUSD students were at or above grade level in reading (about 69% students tested). By May of 2022, at or above level students had grown 14% in reading district-wide, while students two or three grade levels below had reduced 14% from 54% to 40%.	BUSD needs to improve the completion rate of students testing in iReady for more accurate data. Students need continued support in reading and literacy.	iReady Diagnostic 1 indicated that 2% of Crestline students were at or above grade level in reading (about 72% students tested). By May of 2022, at or above level students had grown 11% in reading, while students two or three grade levels below had reduced 17% from 66% to 49%. 70% of students with reported scores for DRA,	Higher completion rates of students testing in iReady would provide more accurate data. The average DRA level growth was one level for students with reported scores for DRA. Higher completion rates of the three assessments (DRA, sights words, fluency) would provide more accurate data. 2021-2022 Assessment Data

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			sights words, and fluency showed growth.	
Data on effective practices (<i>reference previous chart</i>)	Barstow Unified School District provided a full year of in-person learning this year.	Staffing shortages still caused learning disruption as students were often placed in other classes to accommodate not having a substitute teacher. BUSD needs to build a greater sub base and ensure all FTE positions are filled.	Crestline had no turnover of staff this school year and was able to provide learning to students through a staff that continued to be trained in professional learning community practices and SEL strategies.	Crestline’s embedded 30-minute intervention block each day enabled teachers to focus on as much literacy and reading support as possible. Filling the Title I Reading Specialist/Academic Intervention Specialist position would provide further support for students far below grade level.
Data on ineffective practices (<i>reference previous chart</i>)	NA	NA	NA	NA
Equity and performance gaps	Grade K-3 data shows that 48% of Hispanic students, 52% of white students, and 36% of African American students improved in reading this year, with most students attending in-person instruction.	African American students need the most reading and literacy intervention, followed by Hispanic and white students.	Grade K-3 data shows that African American, white, and Hispanic students had the highest reading growth in grades 1 and 3. Overall, 29% African American, 32% of white students, and 34% of Hispanic students improved in reading.	African American students need the most reading and literacy intervention, followed by white and then Hispanic students.

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)]

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2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
<p>Category 1 3.1.a-d Access to high-quality instruction</p>	<p>3.1.a Literacy Coach</p>	<p>For the 2022-2023 school year, hire a Literacy Coach within district or contract with an external Literacy Coach to provide reading and literacy coaching and training for all K-3 teachers.</p> <p>For the 2022-2023 school year, maintain two part-time paraeducator positions to work with students through the K-3 teachers and the site (Title I) Academic Intervention Specialist.</p>	<p>Barstow Unified School District experience staffing shortages in the 2021-2022 school year and was unable to fill the Literacy Coach position. This part of the Action Item is being carried forward to Year 2. The two part-time reading paraeducators were not originally part of the LAP but were part of the Proposed Budget. Crestline was able to fill the two positions. This part of the Action Item is being updated to reflect those positions and align with the Proposed Budget.</p>	<p>Board-approval of an in-district or contracted Literacy Coach within first trimester of the 2022-2023 school year. Maintain the two part-time paraeducator positions for the 2022-2023 school year.</p>
	<p>3.1.c In support of goal 1, by September 1, 2022, a PD plan will be developed in cooperation with the San Bernardino County Office of Ed to provide training to teachers on instructional strategies for Oral Reading Fluency and Sight Word Recognition during the 2022-2023 school year.</p>	<p>By September 1, 2023, contract with the San Bernardino County Superintendent of Schools (SBCSS) to develop a professional development plan to provide training to teachers on instructional strategies for Oral Reading Fluency and Sight Word Recognition during the 2022-2023 school year.</p>	<p>This Action Item is intended for the 2022-2023 school year and is in the process of being carried out.</p>	<p>Board-approval of a Crestline/SBCSS Reading PD contract for the 2022-2023 school year and conducting the scheduled PD sessions throughout the school year.</p>

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	<p>3.1.c In support of goal 3, by September 1, 2021, a PD plan will be developed in cooperation with Scholastic Reading to provide training on guided reading strategies and practices during the 2021-2022 school year.</p>	<p>By September 1, 2022, a PD plan will be developed in cooperation with Scholastic Reading to provide training on guided reading strategies and practices during the 2022-2023 school year.</p>	<p>Due to staffing shortages in the 2021-2022 school year, Crestline was unable to provide the substitute teachers necessary to properly implement the training associated with Scholastic Guided Reading. This Action Item is being carried forward to Year 2.</p>	<p>Board-approval of a Crestline/Scholastic Guided Reading professional learning plan for the 2022-2023 school year and implementation of the plan throughout the school year.</p>
	<p>3.1.c In support of goal 1, by September 17, 2021, Data Analysis of the first Sight Word and Oral Fluency assessments will be completed and an intervention plan will be written and turned in by each grade level Kinder through 3rd.</p>	<p>By September 16, 2022, Data Analysis of the first Sight Word and Oral Fluency assessments will be completed, and an intervention plan will be written and turned in by each K-3 Grade Level Team.</p>	<p>This Action Item needs to be conducted yearly since it applies to new groups of students each year. The Action Item is being carried forward to Year 2.</p>	<p>Data analyses for each K-3 grade level and intervention plans are completed by September 2022.</p>
	<p>3.1.d In support of goal 1 by September 1, 2021, all staff in grades Kinder through Third will be trained on how to use the newly created Fluency and Sight Word Assessment Procedures.</p>	<p>By September 1, 2022, all staff in grades Kinder through Third will be trained on how to use the newly created Fluency and Sight Word Assessment Procedures.</p>	<p>The K-3 staff refresher training on how to use the Fluency and Sight Word Assessment Procedures. This Action Item is being carried forward to Year 2.</p>	<p>All K-3 teachers will be properly trained on how to administer fluency and sight word assessments by September 2022.</p>
<p>Category 2 3.2.a-b Support for literacy learning</p>	<p>3.2.a By March 30, 2022 we will purchase books that are culturally diverse, represent our population and bilingual for library, classroom and distribution use. This supports our goal for increasing fluency and our goal to for guided</p>	<p>We will purchase books that are culturally diverse, represent our population and bilingual for library, classroom and distribution use. This supports our goal for increasing fluency and our goal to for guided</p>	<p>This Action Item is a yearly planned action and budgeted item and will be carried forward to Year 2.</p>	<p>Purchase of culturally diverse books for classroom libraries and for teacher lesson in read alouds and fluency.</p>

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	reading. We will also purchase books for teachers to use for read alouds and that support their training from the San Bernardino County Office of Ed.	reading. We will also purchase books for teachers to use for read alouds and that support their training from San Bernardino County Superintendent of Schools.		
Category 3 3.3.a-e Pupil supports	3.3.a After school tutoring	No Action	This Action Item is being addressed at the district level and will not be an action item moving forward.	The district provided funding for afterschool tutoring through the Extended Learning Opportunities Grant.
Category 4 3.4.a-e Family supports	3.4.a By May of 2022, we will develop a plan for supporting families who are experiencing trauma and difficulties.	No Action	This Action Item is being addressed at the district level and will not be an action item moving forward.	Provide Crestline families that are experiencing difficulties and trauma with information and resources through the site counselor, district Peer Counselor, Outreach Liaison, Child and Welfare Attendance Office, Supportive School Climate Office, and Pupil Services.
	3.4.c 30 minute intervention block built into the day	No Action	This Action Item did not need to be part of the plan since the site already has an embedded 30-minute intervention block built into the schedule. Crestline will continue with this model for the 2022-2023 school year.	Continue Crestline’s Daily Schedule with embedded 30-minute intervention block throughout the 2022-2023 school year.
	3.4.e Latino Family Literacy class will be offered in the 2021-2022	We will purchase supplemental materials for Crestline families to support the Latino Family	Since the Latino Family Literacy Project is a district initiative, Crestline will use the ELSB grant to	Purchase supplemental materials for Crestline families who are part of

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		Literacy Project classes offered by the district for the 2022-2023 school year.	supplement the site's families with literacy materials in coordination with what they learn from the trainings.	the Latino Family Literacy Project.
	3.4.e African American Literacy class will be offered in 2021-2022.	African American Literacy class will be offered.	This Action Item is a yearly planned action and budgeted item and will be carried forward to Year 2.	Provide African American Literacy class to families.

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)]