

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Select to enter text.

Program Lead: Jamie Fisher

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Eligible Participating School(s):

1. Crestline Elementary School	6. NA
2. NA	7. NA
3. NA	8. NA
4. NA	9. NA
5. NA	10. NA

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): San Bernardino County Superintendent of Schools

Background: 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.

Directions: For Implementation Year 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

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Section I: Annual ELSB Report Requirements

Requirement: By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

- The school site council at each eligible school

(List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: Crestline Elementary School-School Site Council meeting 5/18/2023)

- The governing board or body of the LEA

(Provide the date of the governing board meeting: June 27, 2023)

- Publicly posted on the LEA's website, which may be found at the following URL:

(Provide URL here:

<https://www.busdk12.com/departments/education-services/instructional-support-services/elsb>)

Section II: How ELSB Funds Were Spent in Year Two

Directions: Please use the check boxes to note which of the following categories the LEA expended ELSB grant funds on and list which school sites used funds for those purposes:

- Category 1.** Access to high-quality literacy teaching, including which of the following:

- Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

Please enter relevant school sites: Crestline Elementary School

- Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites:

- 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.

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Please enter relevant school sites: Crestline Elementary School

Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education (SBE) pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

Please enter relevant school sites:

Comments (optional):

Category 2: Support for literacy learning, including which of the following:

Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Please enter relevant school sites: Crestline Elementary

Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments. *

Please enter relevant school sites:

Comments (optional): Select to enter text.

Category 3. Pupil supports, including which of the following:

Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.

Please enter relevant school sites:

Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Please enter relevant school sites:

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.

Please enter relevant school sites:

Strategies to implement research-based social-emotional learning approaches, including restorative justice.

Please enter relevant school sites:

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Expanded access to the school library.

Please enter relevant school sites: Crestline Elementary School

Comments (optional):

Category 4. Family and community supports, including which of the following:

Development of trauma-informed practices and supports for pupils and families.

Please enter relevant school sites:

Provision of mental health resources to support pupil learning.

Please enter relevant school sites:

Strategies to implement multitiered systems of support and the response to intervention approach.

Please enter relevant school sites:

Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

Please enter relevant school sites: Crestline Elementary

Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

Please enter relevant school sites:

Comments (optional):

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Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section.

1. What supports have the LEA provided to eligible participating school sites?

The District Grant Lead participates in the grant trainings and meetings throughout the year to provide district-level coordination in the site's literacy actions. The District is providing teachers the opportunity to receive science of reading/literacy training through CORE's Online Elementary Reading Academy and LETRS (Language Essentials for Teachers of Reading and Spelling) training. Between the ELSB grant's and District's offerings, eleven of Crestline's K-6 teachers were or are being trained in the Online Elementary Reading Academy and two are being trained in LETRS.

2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?

District involvement with the site's grant literacy team allows the team to align and coordinate the literacy action plan with broader district literacy plans and initiatives. The district-level science of reading trainings occurred throughout Crestline's grant implementation Year 2, so teachers will be able to implement what they have learned during the upcoming implementation Year 3.

3. What changes in support are needed as the school sites enter into year three of the grant, if any?

The District will continue to provide the planned supports to the site as outlined in the School Plan for Student Achievement/Comprehensive Supports and Improvement Plan and ELSB Literacy Action Plan.

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Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions. Please copy and paste the questions for LEAs with more than three school sites.

Eligible Participating School #1: Crestline Elementary

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

1. Improve student Oral Reading Fluency through instruction practices 2. Improve consistency in giving assessments and data analysis 3. Improve DRA scores through guided reading practices

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

For Implementation Year 2 (2022-2023 School Year), Crestline Elementary implemented Scholastic Guided Reading coaching and training to improve literacy practices in Grades K-3. The site was also able to contract with San Bernardino County Superintendent of School (COE) for a literacy coach. The two coaches have worked with the administrator and K-3 teachers to coordinate trainings and coaching about assessments, data analysis, lesson planning, and reading instruction. The site continued with additional paraeducator reading support for K-3 students. Family Engagement Nights included events that focused on literacy in the home, and students received books for reading with their families.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

In coordination with the District and site Literacy Action Plan, the site administers iReady diagnostics, as well as Developmental Reading Assessments, fluency assessments, and sight word recognition assessments.

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

For iReady reading, implementation for K-3 diagnostic administration was 86.75%. Twenty-eight percent of students met their annual typical growth rate. K-3 students increased from 1% at the beginning of the year to 17% at the end of the year to the at or exceeded benchmark level. For Developmental Reading Assessments achievement, 74% of students increased one or more DRA levels, and 23% increased 6 or more DRA levels. For fluency, 66% of students increased, and for sight word recognition, 91% of students increased sight word recognition.

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5. What changes are needed, if any, as the school site enters into year three?

For the upcoming school year, Crestline Elementary will implement a pilot of SIPPS (Systematic Instruction of Phonological Awareness, Phonics, and Sight Words) in at least one classroom per Grades K-3 and provide professional development/training for K-3 teachers and paraeducators. The site will implement additional family engagement literacy nights and classes, such as the Latino Family Literacy Project and African American Literacy Class.