

Early Literacy Support Block Grant Annual Report
Implementation Year 3: 2023-24

Local Educational Agency Name: Barstow Unified School District

Program Lead: Jamie Fisher

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Eligible Participating School(s):

1. Crestline Elementary	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

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 3 (2023-24), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2024**.

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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 Site Council meeting 5/16/2024

- The governing board or body of the LEA

Provide the date of the governing board meeting: June 25, 2024

- 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 Three

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

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

Please enter relevant school sites: Select to enter text.

- 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.

Please enter relevant school sites: Crestline Elementary

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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: Select to enter text.

Comments (optional): Select to enter text.

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: Select to enter text.

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: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

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: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

Expanded access to the school library.

Please enter relevant school sites: Crestline Elementary

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Comments (optional): Select to enter text.

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: Select to enter text.

Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Select to enter text.

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

Please enter relevant school sites: Select to enter text.

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: Select to enter text.

Comments (optional): Select to enter text.

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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 did the LEA provide to eligible participating school sites in Year 3 of implementation?

The District is providing teachers the opportunity to receive literacy training through CORE's Online Elementary Reading Academy (OERA) and LETRS (Language Essentials for Teachers of Reading and Spelling) training. Between the ELSB grant's and District's offerings, thirteen of Crestline's K-5 teachers have been trained in the Online Elementary Reading Academy and two are being trained in LETRS. Additionally, nineteen of Crestline's staff (teachers and paraeducators) have attended the District's Secret Stories Phonics professional development opportunity.

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

The ELSB grant provided literacy training to Crestline's K-3 staff, so the District was able to provide the opportunity for Crestline's upper grade staff to be trained in the same literacy professional development by offering the same trainings that the ELSB grant provided (OERA and LETRS).

3. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program?

The District will continue to promote early literacy actions and professional learning for all schools, including Crestline Elementary. The District will be adding another cohort to LETRS training and provide offerings of Secret Stories Phonics professional development.

4. What has the LEA learned as a result of the ELSB grant work that can be applied to current and future support of all school sites?

The ELSB grant provided the framework for developing an early literacy action plan and the appropriate professional development that teachers and administrators need to support students in early literacy. Crestline Elementary was offered the opportunity through the ELSB grant to set early literacy goals through their action plan and to be trained in literacy through Online Elementary Reading Academy, LETRS, and SIPPS. The District broadened the training opportunities to all teachers, including secondary English teachers, so that other sites can start to see the same success that Crestline is achieving.

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

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

Eligible Participating School #1: Crestline Elementary

1. What are the “big picture” goals stated in the Literacy Action Plan? These 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. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

For Implementation Year 3 (2023-2024 School Year), Crestline Elementary continued to implement 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) again 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. Students also will receive summer reading kits to sustain literacy into the start of next school year.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?

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.

Include Year 3 quantitative results for kindergarten through grade three. In the table below, record the local literacy assessment used and the percentage of students scoring in the proficient (at or above standard) range in each of these grade levels.

Grade Level	Local Literacy Assessment	Current % of Students At or Above Standard
Kindergarten	iReady	46%
First Grade	iReady	32%
Second Grade	iReady	17%
Third Grade	iReady	26%

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4. Please provide an analysis of the metrics and specifically if the metrics are demonstrating progress towards goals. Compare baseline student data to current student data.

For Grade 3, student ELA CAASPP scores rose from 2.94% met or exceeded standard in 2021-2022 to 7.90% met or exceeded standard in 2022-2023. Students are currently testing CAASPP for the 2023-2024 school year and results will be available starting in June. For schoolwide iReady data for this school year, the site began the year with 7% of students at or above grade level in reading and is currently showing 25% of student at or above grade level in reading (testing still in progress).

5. What has been the most notable change as a result of the site's ELSB grant work?

The most notable change as a result of Crestline's ELSB grant work is that the school was able to exit Comprehensive Support and Improvement (CSI) status to no status, after being in CSI status since the 2019-2020 school year.

6. In what ways will the site continue to support and sustain the work begun through the ELSB grant program?

For the upcoming school year, Crestline Elementary will broaden implementation of SIPPS (Systematic Instruction of Phonological Awareness, Phonics, and Sight Words) across K-4 classrooms, as well as continue with Scholastic Guided Reading implementation, professional development, and coaching. The site will continue to promote literacy through family engagement literacy nights and classes.