

**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):**

District: Adelanto Elementary School District  
Site 1: Adelanto Elementary School  
Site 2: El Mirage School  
Site 3: Westside Park Elementary School

**Report Submitted By (Name/Title):** Jahnnilyn J. Malana

**Phone/Email:** [jahnnilyn\\_malana@aesd.net](mailto:jahnnilyn_malana@aesd.net)

**Period Covered:** Quarter 4/ April 1, 2021 and June 30, 2021

**Date Submitted:** July 30, 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 – 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. Through the assistance of the literacy expert lead—SCOE and Pivot/CORE—and the professional learning series they facilitated, Adelanto ESD literacy teams acquired further knowledge and understanding of the purpose and importance of root cause analysis and needs assessment in creating a literacy action plan. From March through May of the planning year 2021, the teams conducted literacy root cause analyses and needs assessment using tools and following models provided (e.g., fishbone model, root cause generation protocol, locus of control, problem statements, Scarborough’s Rope, etc.). The teams brainstormed and collaborated to identify problems related to literacy as well as root causes of the stated problems. They also distinguished problems within or outside their locus of control. Between the SCOE-facilitated professional learning sessions, district collaboration meetings were conducted to reinforce/complete processes including sharing of findings, goals, and proposed expenditures.
- b. Adelanto ESD ELSB lead and primary fiscal contact staff:
  - Jahnnilyn J. Malana- District ELSB Lead
  - Dr. Tasha Doizan- Asst. Superintendent of Academic Services
  - Michael Krause- Asst. Superintendent of Business Services/ primary fiscal contact
- c. Sites and Literacy Team Members:
  - Adelanto ES
    - Ramon Rizo-Principal
    - Deana Fletcher- Kindergarten Teacher
    - Phylicia Goslee- 1<sup>st</sup> Grade Teacher
    - Norma Flores- 2<sup>nd</sup> Grade Teacher
    - Beverly Toney- 3<sup>rd</sup> Grade Teacher
  - El Mirage School
    - Brian Marquardt- Principal
    - Theresa Moore- K-1 Teacher
    - Chauntay Duarte- 1-2 Teacher
    - Lisa Blazeovich- 2-3 Teacher

- Westside Park Elementary  
Adrian Pantoja- Principal  
Vanessa Freedman- Asst. Administrator  
Katherine Shattuck- TK Teacher  
Mylene Napiza- 1<sup>st</sup> Grade Teacher  
Leticia Castro- 2<sup>nd</sup> Grade Teacher  
Debra Mockler- SAI Teacher

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.

Findings from the root cause analysis and needs assessment include the following that may have contributed to low student learning outcomes in grade three on the SBAC summative assessment in English Language Arts:

1. Our current adopted ELA Materials do not adequately address phonemic awareness development
2. There is a need for standardized early literacy assessments
3. Current assessments do not necessarily assess the skills that are critical for early literacy
4. Professional development is needed for effective early literacy instruction
5. Too few of our students are able to read fluently and comprehend grade level texts in grades TK-3rd.
6. Based on STAR and formative assessments, only 25-35% of students in Kindergarten to 3rd grade are proficient in reading.
7. A significant number of our students are not reading at grade level by 3rd grade
8. We currently do not have a consistent assessment system to monitor student progress in K-3
9. There is a need for targeted, evidence-based foundational reading skills instruction
10. Enough time is needed for teachers to collaborate to learn, practice, and refine instruction
11. Parent engagement needs to improve
12. There is a need to promote attendance, positive behavior, and mindfulness
13. Absenteeism in grades TK-3rd grade has contributed to students underperforming in reading
14. Students need SEL classes to promote growth mindset, social skills, coping skills, anger management skills, self-regulation, etc.

15. A significant percentage of students in our schools are experiencing displacement, foster homes, and trauma.

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.

Some of the strengths of both the eligible schools and the LEA regarding early literacy instruction include a rich collection of available instructional materials, both print and digital, to build on literacy. Professional development (PD) opportunities are also available for teachers to improve their professional practices. However, while plenty of instructional materials are available and PD opportunities are offered often to teachers, the weakness lies in lack of coherence and focused strategies. In terms of diagnostic measures, STAR Early Lit/Reading and ESGI are used in the district as universal screeners to provide data for monitoring student performance and progress. District-adopted curriculum also has embedded assessments and data generated for the same purpose. Supplemental programs and software (e.g., Lexia, MobyMax, IXL, etc.) are likewise available.

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*.

LEA and eligible schools met with various stakeholder groups such as school staff, administrators, parents, and community members to discuss root cause analysis, needs assessment, and to determine necessary expenditures using the grant funds to support effective implementation of the literacy action plan. Site leadership meetings, school site council/English Language Advisory Committee meetings, and “coffee with the principal” were held to include and discuss early literacy agenda. Public notice of meetings and other procedural requirements pursuant to Section 35147 of the *Education Code* were followed. Public notice of meeting was provided and posted at least 72 hours prior to the time set for the meeting. Public notice included an agenda with specific date, time, and location of the meeting and a description of each agenda item to be discussed or acted upon.

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.

The LEA has mainly been working in partnership with expert leads from SCOE and Pivot/CORE from the time of grant orientation to the present. While the LEA has partnered with experts from San Bernardino CSS, the county office of education for the county in which it is located, it is logical to remain with SCOE and Pivot/CORE for coherence and consistency. No partnership with a member of an institution of higher education or nonprofit organization has been established.

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).

Student enrollment, program participation, and stakeholder engagement were leveraged to address the literacy needs of students enrolled in grades TK–3 at participating eligible schools. The number of students enrolled helped determine funding allocation and the expenditures necessary based on identified needs. Stakeholder engagement was taken into account for necessary collaboration, consultation, and decision making—especially to determine goals, actions, and strategies based on identified root causes and results of needs assessment. Based on both STAR and Formative assessments, only 25-35% of students in Kindergarten to 3rd grade are proficient in reading and 65-75% of 3rd graders are not proficient in reading. Too few of our students are able to read fluently and comprehend grade level texts in grades TK-3rd. Based on these analytical findings, teachers need targeted professional development and adequate materials for effective

early literacy instruction. It is likewise necessary to have standardized early literacy assessments that are aligned with curriculum and instruction. Strategies to increase parent engagement and student attendance as well as teach SEL effectively need to be identified and implemented with the cooperation and participation of all involved stakeholders.

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> (List only the number for each grade level, TK–3, by eligible participating school)	<b>Participating Teachers</b> (List only the number for each grade level, TK–3, by eligible participating school)	<b>Participating Administrator(s)</b> (List only role and number of each by district office and eligible participating school.)	<b>Other Stakeholder Input</b> (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.)
<p>Adelanto Elementary TK = 20 K = 69 1 = 45 2 = 45 3 = 50</p> <p>El Mirage School TK = 0 K = 10 1 = 15 2 = 15 3 = 20</p> <p>Westside Park Elementary</p>	<p>Adelanto Elementary TK = 1 K = 3 1 = 2 2 = 2 3 = 2</p> <p>El Mirage School TK = 0 K-1 = 1 1-2 = 1 2-3 = 1</p> <p>Westside Park Elementary TK = 0 K = 5 1 = 5 2 = 4 3 = 5</p>	<ul style="list-style-type: none"> <li>• District ELA Curriculum Director = 1</li> <li>• Adelanto Elementary Principal = 1</li> <li>• El Mirage School Principal = 1</li> <li>• Westside Park Elementary Principal = 1 Asst. Admin = 1</li> </ul>	<ul style="list-style-type: none"> <li>• Adelanto Elementary School Site Council (SSC)=8, English Learner Advisory Committee (ELAC)=10</li> <li>• El Mirage School School Site Council (SSC)=6, English Learner Advisory Committee (ELAC)=5</li> <li>• Westside Park Elementary School Site Council (SSC)=10, English Learner Advisory Committee (ELAC)=10</li> </ul>	<p>Adelanto Elementary TK = 20 K = 69 1 = 45 2 = 45 3 = 50</p> <p>El Mirage School TK = 0 K = 10 1 = 15 2 = 15 3 = 20</p> <p>Westside Park Elementary TK = 0 K = 110 1 = 105 2 = 95</p>



TK = 0 K = 110 1 = 105 2 = 95 3 = 110				3 = 110 •
	<ul style="list-style-type: none"> <li>• Adelanto Elementary= 11</li> <li>• El Mirage School = 10</li> <li>• Westside Park Elementary=31</li> </ul>			