

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):

San Bernardino City Unified School District: Balling Academy for the Arts & Sciences- San Bernardino

Report Submitted By (Name/Title): _____ Shannon Brandner _____

Phone/Email: _909-332-6699 sbrandner@voa-
swcal.org _____

Period Covered: ___August 2020-June 2021_____

Date Submitted: ___September 9, 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.).

A. Throughout 2021, the ELSB team met with SCOE, Pivot Learning, and as an individual unit. In January 2021, the team began by participating in training about Evidenced Based Reading Instruction and Assessment, provided by Pivot Learning. This was done with coaching from SCOE. The tasks then moved to our Root Cause Analysis, using the Fishbone protocol, followed by the Needs Assessment. Finally, the team used the information from the Root Cause Analysis and Needs Assessment to create the Literacy Action Plan.

The timeline was:

January 2021, beginning of February 2021: Participated in Reading Instruction and Assessment Training, provided by Pivot Learning

End of February 2021: Root Cause Analysis, with coaching from SCOE

March 2021: Literacy Team Debrief, with coaching from SCOE

April 2021: Needs Assessment, with coaching from SCOE, Second Literacy Team Debrief

May 2021: With coaching from SCOE, bring it all together to create the Literacy Action Plan

Team members:

B. Doreen Mulz- Superintendent/Primary Fiscal Contact
Shannon Brandner- Principal, ELSB Lead

C. Julia Pipping: Kindergarten Teacher
Robles- First Grade Teacher
Leah Adams- Second grade teacher
Rachel Hill- Third Grade Teacher
Evelia Ornelas- ELD and Assessment Coordinator

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.

A. The Needs Assessment Revealed needs in two areas: Staffing and Resources.

Staffing: In the area of staffing and staff skills, it was recognized that the school needs to shift focus to explicit instruction on foundational skills. The school does not have a comprehensive assessment system that measures phonemic awareness or phonics, and the school uses multiple measures of assessment that do not relate to one another.

Resources: In the area of Resources, it was determined that certificated teachers need more in-depth training in explicit instruction in foundational skills. There is a lack of vertical alignment as it relates to phonemic awareness and vocabulary and there is a lack of effective instructional materials.

In addition, several issues were recognized that addressed unique learning needs, such as social/emotional learning, ELD students, and socioeconomically disadvantaged students. It was found that the school does have control in several areas. These areas include separating language skills from word recognition skills in the assessment programs, the explicit teaching of foundational skills that are applicable to other languages, specific instruction in vocabulary, and the sharing of data with stakeholders.

The Needs Assessment also determined several items that are externally driven.

Assessment data revealed:

- 80% of kindergarteners coming to school without any foundational skills/not meeting benchmark assessments in foundational skills,
- 93% of students are socio-economically disadvantaged,
- 90% of ELD students in first grade are demonstrably behind their peers in language comprehension and phonemic awareness.

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.

Identified strengths:

Trauma Informed Instruction: All certificated staff members received training in Trauma Informed Instruction, and practices learned have been implemented into the school culture

Clear and high academic and behavioral expectations: Classroom instructors have received extensive professional development on how to implement the standards in a rigorous and engaging manner, resulting in classroom cultures that expect achievement and fidelity.

A small environment: The school maintains an atmosphere where student strengths and obstacles can be identified and addressed. Responses are crafted for each student's unique needs.

Highly qualified instructors that have the capacity to provide rigorous instruction: All certificated staff are highly qualified and undergo high quality, rigorous professional development each year to increase both their skills and their capacity.

Diagnostic measures include:

NWEA/MAP

Teacher observation forms and performance reviews

Dibels

STAR/Renaissance Learning

ELPAC

Data demonstrate that 75% of first graders and 80% of first graders are not meeting benchmark and 90% of ELD students show a demonstrable gap between them and their peers.

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*.

The school used various strategies to gain and foster engagement in the development of the plan. Most notably, to illicit input from parents, written surveys were frequently disseminated throughout the year as well as informal feedback via meetings both face to face and via an electronic platform. In addition, staff were involved in the development of the plan via feedback and input via both surveys and meetings

On May 12, 2021, a parent webinar was held via Zoom that invited input and discussed the ELSB Action Plan, the ELSB budget, and their alignment with LCAP goals.

On May 2021, the Board of Directors held a monthly meeting via Zoom, where the Board approved the Literacy Action Plan and accompanying budget. Public notice was provided via a posted agenda, and via the Student Communication System.

On August 2021, the Board of Directors held a monthly meeting via Zoom, where the Board approved the amended Literacy Action Plan and accompanying budget. Public notice was provided via a posted agenda, and via the Student Communication System.

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.

N/A

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).

Reviewing the data below, it is apparent there is a large number of younger students (TK and K) enrolled in the school with most likely limited formal school. experience. Given this underscored the necessity to have a comprehensive assessment process that identifies needs of the student to develop a strong intervention plan. Further as small school, personnel and stakeholder engagement became essential and critical to obtain feedback. For example, there are only four (4) members on the ELAC and thus became vital to incorporate and leverage their strengths. Furthermore, as a small school with limited personnel, the participants had to play numerous and wear multiple hats which is a key component to developing a realistic plan to be executed and implemented with fidelity.

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	Ballington Academy for the Art & Sciences- San Bernardino TK=1 K=32 1=32 2=40 3=35	Ballington Academy for the Art & Sciences- San Bernardino TK-1 K-2 1-2 2-2 3-2	Ballington Academy for the Art & Sciences- San Bernardino Superintendent-1 Site Administrator-1	Ballington Academy for the Art & Sciences- San Bernardino Parent Advisory=4 ELAC-4 School Board=6

Numbers	BAAS=140	BAAS=9	BAAS-2	BAAS=13
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Early Literacy Support Block (ELSB) Grant 12-1-2020 to 6-30-2024 Year-to-Date Expenditures and Progress Report
ELSB Grant Program - Planning Year (12/01/2020 - 06/30/2021) Expenditures

California Department of Education
 Educator Excellence and Equity Division
 ELSB Grant Program
 1430 N Street, Suite 4309, Sacramento, CA 95814

Please Note: The LEA information and the Budget and Expenditure Amounts will autopopulate from the LEA Info and Narrative Form. Please select the correct check box for #4, #17, and #18.

1. **Grant Award No.:** 20-25515-C1795-00 **Total Grant Award:** \$388,823.00

2. **Local Educational Agency:** Ballington Academy for the Arts and Sciences - San Bernardino

3. **Project Director:** Shannon Brandner **Phone:** 909-332-6699

FAX Number: (xxx) xxx-xxxx **E-mail:** sbrandner@voa-swcal.org

4. Reporting Time Frame (Select One)

<input type="radio"/> 1st Report		
<input type="radio"/> 2nd Report		
<input type="radio"/> 3rd Report	(12/01/20 - 03/31/21)	Due 04/30/21
<input checked="" type="radio"/> 4th Report	(04/01/21 - 06/30/21)	Due 07/30/21

Standardized Account Code Structure	Resource Code:	7810
	Revenue Object Code:	8590

EXPENSES FOR EACH COMPLETED PERIOD WILL AUTOPOPULATE BASED ON ENTRIES ON NARRATIVE FORM

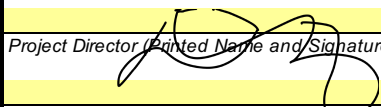
Object Code	Planning Year Budget	1st PERIOD		2nd PERIOD		3rd PERIOD		4th PERIOD		CUMULATIVE TOTAL Total of All Periods
		Expenditure	Balance	Expenditure	Balance	Expenditure	Balance	Expenditure	Balance	
5. 1000-1999 Certificated Salaries/Stipends	0.00					0.00	0.00	0.00	0.00	0.00
6. 2000-2999 Classified Salaries	0.00					0.00	0.00	0.00	0.00	0.00
7. 3000-3999 Employee Benefits	0.00					0.00	0.00	0.00	0.00	0.00
8. 4000-4999 Books and Supplies	0.00					0.00	0.00	0.00	0.00	0.00
9. 5000-5999 Services and Other Operating Expenditures	0.00					0.00	0.00	0.00	0.00	0.00
10. 5200 Participant Travel/Project Staff Travel	0.00					0.00	0.00	0.00	0.00	0.00
11. 5800 Professional/Consulting Services & Op. Exp.	0.00					0.00	0.00	0.00	0.00	0.00
12. SUBTOTAL	0.00					0.00	0.00	0.00	0.00	0.00
13. 7300-7399 Indirect Costs	0.00%	0.00				0.00	0.00	0.00	0.00	0.00
14. 5100 Subagreement for Services	0.00					0.00	0.00	0.00	0.00	0.00
15. 6000-6599 Capital Outlay	0.00					0.00	0.00	0.00	0.00	0.00
16. TOTAL	0.00					0.00	0.00	0.00	0.00	0.00

17. **Budget Revision Requested (10% rule)** Yes No
 Check the box that applies.
 A Budget Revision is required for changes over 10 percent on any line item (either an under expenditure or over expenditure).
 If yes is checked, a Budget Revision Request and Justification forms must be attached for review and approval.

18. Activities are being conducted as planned.
 Activities are not being conducted as planned.
 Check the box that applies.

This is to certify that the Year-to-Date Expenditures and Progress Report has been prepared in accordance with the applicable Federal and State regulations. To the best of my knowledge, the data contained in this report are true and accurate. Any program results are supported by documented deliverables (i.e., professional development/products) on file at the Local Educational Agency.

19.

	
Project Director (Printed Name and Signature)	Date
	9/16/2021
Superintendent Designee (Printed Name and Signature)	Date
Other Signature, if required (Printed Name and Signature)	Date

20.

CDE Fiscal Monitor's Approval	Date
CDE Project Monitor's Approval	Date
CDE Administrator's Approval	Date