

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: Ballington Academy for the Arts & Sciences- San Bernardino

Program Lead: Shannon Brandner

Email/Phone: sbrandner@voa-swcal.org

909-332-6699

Fiscal Lead: Doreen Mulz

Email/Phone: dmulz@voa-swcal.org

909-332-6699

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

<input type="checkbox"/> 1. Select to enter text. Ballington Academy for the Arts & Sciences- San Bernardino	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

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Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Sacramento County Office of Education.

LEA URL for public posting of ELSB Grant Reports:

<https://ballingtonacademy.org/policy-documents/>

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 school implemented Trauma Informed Practices as an intentional decision to meet the immediate needs of the student population. At times, this equated to strictly social/emotional support.	Given the high percentage of students at the school who have experienced trauma, coupled with the pandemic, the school often needed to focus on social emotional health before rigorous academic practices.	The school implemented Trauma Informed Practices as an intentional decision to meet the immediate needs of the student population. At times, this equated to strictly social/emotional support.	Given the high percentage of students at the school who have experienced trauma, coupled with the pandemic, the school often needed to focus on social emotional health before rigorous academic practices.
Social-emotional learning	Social Emotional Learning was an intentional focus during remote learning. Staff continued to use Trauma Informed Practices to support students throughout the pandemic.	There was a need to connect social emotional and trauma informed practices to rigorous academic instruction.	Social Emotional Learning was an intentional focus during remote learning. Staff continued to use Trauma Informed Practices to support students throughout the pandemic	There was a need to connect social emotional and trauma informed practices to rigorous academic instruction.
Experience of pupils below grade-level	Most students struggled to access grade level curriculum and experienced	Most K-3 students were not developing phonemic awareness, becoming proficient	Most students struggled to access grade level curriculum and experienced	Most K-3 students were not developing phonemic awareness, becoming proficient

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standard on the ELA content standards	inconsistent instructional practices.	readers in English or Spanish, and most English Learners were behind their peers in acquiring reading skills.	inconsistent instructional practices.	readers in English or Spanish, and most English Learners were behind their peers in acquiring reading skills.
Experience of families of pupils below grade-level standard on the ELA content standards	School demographics reflect a large number of parents/guardians that did not graduate from high school. The school saw a very high percentage of chronic absenteeism and tardiness. A high percentage of families experienced food and/or job insecurity, lack of medical care, lack of stable housing, and other trauma-inducing circumstances.	During the pandemic, in addition to academic instruction, the school focused on the social emotional health of both students and families. This included, but was not limited to, food distribution, internet access, medical resources, and mental health resources for students and families.	School demographics reflect a large number of parents/guardians that did not graduate from high school. The school saw a very high percentage of chronic absenteeism and tardiness. A high percentage of families experienced food and/or job insecurity, lack of medical care, lack of stable housing, and other trauma-inducing circumstances.	During the pandemic, in addition to academic instruction, the school focused on the social emotional health of both students and families. This included, but was not limited to, food distribution, internet access, medical resources, and mental health resources for students and families.

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
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Pupil performance data in ELA		NWEA/MAP Mean RIT growth in Reading, Winter to Spring	Assessments were given during remote learning. It is vitally important to recognize that the school does not consider this data valid, as approximately 80% of students participated in testing events, and students had varying levels of adult assistance at home while testing.		NWEA/MAP Mean RIT growth in Reading, Winter to Spring	Assessments were given during remote learning. It is vitally important to recognize that the school does not consider this data valid, as approximately 80% of students participated in testing events, and students had varying levels of adult assistance at home while testing.
	K	+3		K	+3	
	1	+2		1	+2	
	2	+2		2	+2	
	3	+5		3	+5	
Data on effective practices (<i>reference previous chart</i>)	Instructor observations and evaluations reflect that instructors who demonstrated buy-in to school initiatives (Kagan, AVID, and ELSB training) produced the highest amount of growth.		The school has a responsibility to ensure all instructors embrace curricular and instructional practices.	Instructor observations and evaluations reflect that instructors who demonstrated buy-in to school initiatives (Kagan, AVID, and ELSB training) produced the highest amount of growth.		The school has a responsibility to ensure all instructors embrace curricular and instructional practices.
Data on ineffective practices (<i>reference previous chart</i>)	Coaching sessions and evaluations reflect staff members are open to feedback and anxious to implement newly		Instructor observations and evaluations demonstrate a lack of complete fidelity to school-wide	Coaching sessions and evaluations reflect staff members are open to feedback and anxious to implement newly		Instructor observations and evaluations demonstrate a lack of complete fidelity to school-wide

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	learned practices for the 21-22 school year.	instructional practices and curriculum.	learned practices for the 21-22 school year.	instructional practices and curriculum.
Equity and performance gaps	English Learners and Students with disabilities demonstrated gains that outpaced their non-UPP peers.	Students who are socio-economically disadvantaged students did not make equitable gains when compared to EL students or students with disabilities. .	English Learners and Students with disabilities demonstrated gains that outpaced their non-UPP peers.	Students who are socio-economically disadvantaged students did not make equitable gains when compared to EL students or students with disabilities. .

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
Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	We will improve in instructional literacy delivery and classroom management through consistent coaching, intervention and support by the hiring of a Literacy Coach, as measured by supplemental curriculum	The school hired a full time Interventionist, who provides direct instruction to identified at-risk students in Grades K-3, and provides Literacy Coaching to classroom instructors.	<ul style="list-style-type: none"> ● Dibels ● MAP ● STAR 	Targeted Instruction by the Interventionist, coupled with the high-quality supplemental curriculum, yielded positive outcomes towards the identified goal, as evidenced by MAP, STAR, and Dibels data as well as

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	<p>assessment, SIPPS assessments, student discipline and/or literacy achievement using MAP scores</p> <p>data by June 30, 2023. The literacy coach will provide consistent coaching to the teachers, help with intervention through a push-in model to increase teacher capacity and support for the implementation of the supplemental curriculum and assessment plan. We expect to see a minimum of an annual growth of 15% in proficiency, resulting in 50% of our students demonstrating proficiency on state tests by the end of the 2022-2023 school year.</p>			classroom formative and summative assessments.
Development of strategies to provide culturally responsive	No action	No action .	The development of culturally responsive curriculum and instruction is	Student surveys reflect connectedness to school, classrooms,

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curriculum and instruction			embedded in the supplemental curriculum and professional development.	peers, and the curriculum.
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	In order to improve phonemic awareness, phonics and fluency; we will choose and purchase a supplemental literacy curriculum with embedded assessments and ELD, by committee choice, as measured by invoices by July 31, 2021 and targeted Professional Development provided by the publisher by August 31, 2021, to ensure complete fidelity by November 1, 2021.	Professional Development occurred in August 2021, November 2021, and February 2022.	Literacy Professional Development Calendar Exit Surveys Staff surveys report that teachers are confident in delivery Literacy content both from the core and new supplemental curriculums.	Timely professional development gave the staff the needed skills and confidence to implement effective literacy instruction, and use data to inform their instruction.
Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the	In order to improve phonemic awareness, phonics and fluency; we will choose and purchase a supplemental literacy curriculum with embedded assessments and ELD, by committee choice, as measured by invoices by July 31, 2021 and targeted Professional Development provided by the publisher by August 31, 2021, to ensure complete fidelity by November 1, 2021	Professional Development occurred in August 2021, November 2021, and February 2022.	HMH Invoices Teacher Observations Professional Development Calendar	Timely professional development gave the staff the needed skills to demonstrate fidelity to the supplemental curriculum and school practices.

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Education Code and the use of data to support effective instruction				
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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
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 development for staff on effective use of these materials	In order to improve phonemic awareness, phonics and fluency; we will choose and purchase a supplemental literacy curriculum with embedded assessments and ELD, by committee choice, as measured by invoices by July 31, 2021 and targeted Professional Development provided by the publisher by August 31, 2021, to ensure complete fidelity by November 1, 2021	The school purchased Houghton Mifflin Into Reading! and Zoo Phonics as supplemental curriculums. Classroom instructors received dedication professional development in both curriculums in August 2021, October 2021, November 2021, February 2022 and May 2022.	Invoices to Houghton Mifflin Harcourt Invoices to Zoo Phonics Professional Development Calendar	Timely professional development gave the staff the needed skills and confidence to implement effective literacy instruction, and use data to inform their instruction. Both programs were purchased in full and implemented throughout the school year.
	No action	No action	Not applicable	Not applicable

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Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments				
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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
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	No action	No action	Not applicable	Not applicable
Extended school day to enable	No action	No action	Not applicable	Not applicable

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implementation of breakfast in the classroom or library models to support expanded literacy instruction				
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	No action	No action	Not applicable	Not applicable
Strategies to implement research-based social-emotional learning approaches, including restorative justice	No action	No action	Not applicable	Not applicable
Expanded access to the school library	No action	No action	Not applicable	Not applicable

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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
Development of trauma-informed practices and supports for pupils and families	No action	No action	Not applicable	Not applicable
Provision of mental health resources to support pupil learning	No action	No action	Not applicable	Not applicable
Strategies to implement multi-tiered systems of support and the response to intervention approach	No action	No Action	Not applicable	Not applicable
Development of literacy training and	No Action	No Action	Not applicable	Not applicable

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education for parents to help develop a supportive literacy environment in the home				
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	No action	No action	Not applicable	Not applicable

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	Given the high quality professional development available to instructors this year, the school provided a rigorous academic	Students can continue to practice growth mindset by recognizing their own academic growth, even when it does not hit targets.	Given the high quality professional development available to instructors this year, the school provided a rigorous academic	Students can continue to practice growth mindset by recognizing their own academic growth, even when it does not hit targets.

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	environment coupled with supportive, trauma-informed practices that addressed post-pandemic traumas and learning loss.		environment coupled with supportive, trauma-informed practices that addressed post-pandemic traumas and learning loss.	.
Social-emotional learning	Teachers continued to model healthy social emotional practices while implementing new SEL curriculum (outside of ELSB). In addition, the agency continued a partnership with local mental health service providers. .	Staff can continue to work towards modeling strategies to address difficult situations, especially during stressful times. During the 21-22 school year, a high percentage of students experienced grief and environmental instability.	Teachers continued to model healthy social emotional practices while implementing new SEL curriculum (outside of ELSB). In addition, the agency continued a partnership with local mental health service providers. .	Staff can continue to work towards modeling strategies to address difficult situations, especially during stressful times. During the 21-22 school year, a high percentage of students experienced grief and environmental instability.
Experience of pupils below grade-level standard on the ELA content standards	Virtually all students entered the school year performing below grade level as a result of pandemic-related learning loss. The few students who did not make significant	Stakeholders would like to see larger academic gains as students recover from pandemic related learning loss. Students not making these gains can benefit from Tier	Virtually all students entered the school year performing below grade level as a result of pandemic-related learning loss. The few students who did not make significant	Stakeholders would like to see larger academic gains as students recover from pandemic related learning loss. Students not making these gains can benefit from

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	academic growth were provided with 1:1/small group intervention, Tier I and II intervention strategies, individualized learning plans, and began the MTSS/SST process..	III intervention strategies.	academic growth were provided with 1:1/small group intervention, Tier I and II intervention strategies, individualized learning plans, and began the MTSS/SST process..	Tier III intervention strategies.
Families of pupils below grade-level standard on the ELA content standards	The LEA provides clear and consistent communication to student caregivers regarding academic growth, areas of strength, and areas of need. The agency works with individual families to connect them with local resources such as food, medical care, or mental health services.	Demographic data has shown a correlation between lower academic growth and socio-economic status. Needs continue to include food stability, consistent attendance, and quality medical care.	The LEA provides clear and consistent communication to student caregivers regarding academic growth, areas of strength, and areas of need. The agency works with individual families to connect them with local resources such as food, medical care, or mental health services.	Demographic data has shown a correlation between lower academic growth and socio-economic status. Needs continue to include food stability, consistent attendance, and quality medical care.

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
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Pupil performance data in ELA		NWEA/MA P Mean RIT growth in Reading, Fall to Spring (Winter to Spring for Kinder)	Data in the chart to the left shows that Kindergarten and 3rd grade students, while still making progress, did not make gains that matched the level of their peers in other grades. It is vitally important to recognize that the school does not believe this data is reliable, as all assessments were done during remote learning and students received varying level of support from adults.		NWEA/MA P Mean RIT growth in Reading, Fall to Spring (Winter to Spring for Kinder)	Data in the chart to the left shows that Kindergarten and 3rd grade students, while still making progress, did not make gains that matched the level of their peers in other grades. It is vitally important to recognize that the school does not believe this data is reliable, as all assessments were done during remote learning and students received varying level of support from adults.	
	K	+4		K	+4		
	1	+34		1	+34		
	2	+12		2	+12		
	3	+6		3	+6		
Data on effective practices (<i>reference previous chart</i>)	Professional Development sessions, classroom observations and coaching sessions reflect fidelity to the supplemental curriculum. Individual data shows students receiving 1:1	Classroom observation matrixes demonstrate a correlation between teachers not using robust practices learned in PD with smaller academic gains than their peers.	Professional Development sessions, classroom observations and coaching sessions reflect fidelity to the supplemental curriculum. Individual data shows students receiving 1:1	Classroom observation matrixes demonstrate a correlation between teachers not using robust practices learned in PD with smaller academic gains than their peers.			

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	intervention making positive gains.		intervention making positive gains.	
Data on ineffective practices (<i>reference previous chart</i>)	Shortages in qualified candidates did not allow the school to secure a second interventionist, resulting in students receiving less 1:1 intervention instruction.	The interventionist that was identified and hired has provided dedicated support for students and coaching for classroom instructors.	Shortages in qualified candidates did not allow the school to secure a second interventionist, resulting in students receiving less 1:1 intervention instruction.	The interventionist that was identified and hired has provided dedicated support for students and coaching for classroom instructors.
Equity and performance gaps	English Learners and Students with disabilities demonstrated gains that outpaced their non-UPP peers.	Students who are socio-economically disadvantaged students did not make equitable gains when compared to EL students or students with disabilities. .	English Learners and Students with disabilities demonstrated gains that outpaced their non-UPP peers.	Students who are socio-economically disadvantaged students did not make equitable gains when compared to EL students or students with disabilities. .

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)]

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
	3.1a: By September 2021, hire an interventionist/	3.1a: No change	A new school year.	The goal is to increase effective

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<p>Access to high-quality instruction</p>	<p>literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum,</p> <p>3.1d: By August 2021, the school will create a professional development calendar that reflects intensive training regarding the implementation of ELA/ELD supplemental curriculum and the use of data to support effective instruction.</p>	<p>3.1d: By August 2022, create a professional development calendar for the 22-23 school year that reflects intensive training regarding the implementation of ELA/ELD supplemental curriculum and the use of data to support effective instruction.</p>		<p>Literacy and ELD instruction. The school will use observations, teacher evaluations, staff surveys and student achievement data to evaluate progress toward the goal.</p>
<p>Support for literacy learning</p>	<p>3.2a: By July 2021, purchase supplemental curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <p>By August 2021, develop a monitoring plan to include data collection to assess its effectiveness.</p>	<p>3.2a: By August 2022, purchase continued supplemental curriculum materials and continued training of the curriculum throughout the 22-23 school year.</p> <p>The school will continue the monitoring plan</p>	<p>A new school year.</p>	<p>The goal is continued instructional fidelity to the supplemental curriculum, increased student achievement and the narrowing of the gap caused by learning loss.</p> <p>It will be measure by teacher observations/ evaluations, NWEA/MAP data, DIBELS data, STAR</p>

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		throughout the life of the grant.		data, and CAASPP data.
Pupil supports	No action	No action	Not applicable	Not applicable
Family supports	No action	No action	Not applicable	Not applicable

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)]