

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Select to enter text.

Program Lead: Shannon Brandner

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Eligible Participating School(s):

1. Ballington Academy for the Arts & Sciences- San Bernardino	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 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: Ballington Academy for the Arts & Sciences- San Bernardino: May 31, 2023)

- The governing board or body of the LEA

(Provide the date of the governing board meeting: June 20, 2023)

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

(Provide URL here: <https://ballingtonacademy.org/policy-documents/>)

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: Ballington Academy for the Arts & Sciences- San Bernardino

- 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.

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Please enter relevant school sites: Select to enter text.

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): Ballington Academy for the Arts & Sciences- San Bernardino is a public charter school authorized by San Bernardino Unified School District. The school is its own LEA. The school used ELSB funds to hire an Intervention and provide continued professional development regarding literacy, instruction, intervention, and foundational skills as described in the Literacy Action Plan.

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: Ballington Academy for the Arts & Sciences- San Bernardino

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): The school purchased curriculum resources instructional materials and related professional development from Houghton Mifflin Harcourt.

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.

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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: Select to enter text.

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: Select to enter text.

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 have the LEA provided to eligible participating school sites?
Select to enter text.
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?
Select to enter text.
3. What changes in support are needed as the school sites enter into year three of the grant, if any?
Select to enter text.

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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 past the questions for LEAs with more than three school sites.

Eligible Participating School #1: Ballington Academy for the Arts & Sciences- San Bernardino

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

Resources: Purchase standards aligned supplemental curriculum that focuses on foundational skills

Training: Provide explicit foundational instruction

Staffing: Procure an Interventionist/Literacy coach to provide Intervention Instruction and build teacher capacity

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

The school purchased further consumable supplemental materials to continue the selected supplemental curriculum in Year 2. The school also purchased the corresponding professional development that focused on foundational skills. The school continued the employment of a fully credentialed Interventionist who continued Intervention services.

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.)

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Ballington Academy San Bernardino

Grade	FALL 2022-2023 ACHIEVEMENT				SPRING 2022-2023 ACHIEVEMENT				Number of Students			
	Median Percentile	Achievement Percentiles				Median Percentile	Achievement Percentiles					
Grade KN	48th	27%	47%	6%	20%	23rd	47%	13%	13%	13%	14%	15
Grade 1	27th	47%	7%	26%	20%	45th	33%	7%	40%	13%	7%	15
Grade 2	31st	26%	37%	22%	7%	8%	33rd	26%	30%	26%	18%	27
Grade 3	26th	45%	20%	20%	10%	5%	35th	35%	15%	35%	15%	20

Kinder

Test Date	Far Below Level	Below Level	On Level	Above Level
Fall	53%	7%	0%	40%
Winter	62%	18%	12%	18%
Spring	52%	24%	6%	18%

1st Grade

Test Date	Far Below Level	Below Level	On Level	Above Level
Fall	90%	5%	5%	0%
Winter	70%	15%	15%	0%
Spring	50%	35%	15%	0%

2nd Grade

Test Date	Far Below Level	Below Level	On Level	Above Level
Fall	78%	7%	11%	4%
Winter	78%	7%	11%	4%
Spring	61%	18%	14%	7%

3rd Grade

Test Date	Far Below Level	Below Level	On Level	Above Level
Fall	65%	15%	15%	5%
Winter	65%	4%	22%	9%
Spring	65%	4%	9%	22%

NWEA/MAP and DIBELS

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

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Both NWEA/MAP and DIBELS demonstrate growth across all grade levels. As predicted, more growth is evident in 2nd and 3rd grade than Kinder and 1st grade. The school feels that this is due to upper elementary students having at least two full years of this intensive Literacy Instruction and instruction that focuses on Foundational Skills. Further evaluation reveals more growth in the mid-range levels rather than the high or “above level” ranges. Both of these analysis points reveal that students do need the K-3 spectrum to reach the goals outlines in the Literacy Action Plan. It is clear that these metrics are demonstrating progress towards achievement goals.

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

The school and its educational partners do not believe changes are needed for Year 3. Rather, the school is committed to “staying the course” and seeing consistent, measurable growth that increases as student reach upper elementary levels. In addition, staff is committed to maintaining current practices, while participating in additional professional development to further refine these practices.

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Eligible Participating School #2: Select to enter text.

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

Select to enter text.

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

Select to enter text.

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.)

Select to enter text.

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

Select to enter text.

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

Select to enter text.

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Eligible Participating School #3: Select to enter text.

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

Select to enter text.

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

Select to enter text.

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.)

Select to enter text.

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

Select to enter text.

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

Select to enter text.