

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: **Select to enter text.**

Program Lead: Shannon Brandner

Email/Phone: Select to enter text.

Fiscal Lead: Select to enter text.

Email/Phone: Select to enter text.

Eligible Participating School(s):

1. Ballington Academy for the Arts &Sciences- San Bernadino	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: Ballington Academy for the Arts & Sciences- San Bernardino: PAC/ELPAC on May 22, 2024. Please note that charters are not required to have an SSC.

- The governing board or body of the LEA

Provide the date of the governing board meeting: August 20,2024

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

Provide URL here: ballingtonacademy.org

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: 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: Ballington Academy for the Arts & Sciences- San Bernardino

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): The professional development listed above was in conjunction with the curriculum listed below

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): 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: Ballington Academy for the Arts & Sciences- San Bernardino

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.

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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): The After School Program was part of ASES/ELOP

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: Ballington Academy for the Arts & Sciences- San Bernardino

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: Ballington Academy for the Arts & Sciences- San Bernardino

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): Category 3 was through LCFF and Community Schools Grant funds, and not part of the ELSB Action Plan

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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?

Select to enter text.

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

Select to enter text.

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

Select to enter text.

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?

Select to enter text.

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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: Ballington Academy for the Arts & Sciences- San Bernardino

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. Purchase standards aligned supplemental curriculum that focuses on foundational skills. 2. Training that provides explicit foundational instruction. 3. Hire a Literacy Coach/Interventionist that will provide intervention instruction and build teacher capacity

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Ballington Academy for the Arts & Sciences has “stayed the course” over the last three years The school continues to offer Houghton Mifflin Harcourt Into Reading! as a supplemental curriculum in all grades. As part of the agreement with HMH, the school also provided high-level professional development surrounding foundational skills and instruction. Finally, the school continued to employ a full-time Literacy Coach/Interventionist to provide support to both students and teachers.

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

The school uses NWEA/MAP for third grade, and DIBELS for Kindergarten through third grade.

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	DIBELS	20%
First Grade	DIBELS	47%
Second Grade	DIBELS	53%
Third Grade	DIBELS	32%
Third Grade	NWEA/MAP	56%

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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.

Data based on the metrics demonstrate growth in foundational skills. The school chooses to use Fall 2023 data as the baseline to ensure comparisons are valid. The school saw Kindergarten foundational skills increase by 16%, First Grade increased by 30%, Second grade increase by 33%, and Third grade increase by 9%. Going forward, the school needs to pay close attention to the transition between Second and Third grades. The educational landscape regularly sees scores drop between these two grades as students move from Learning to Read to Reading to Learn. This school in particular is committed to focus on comprehension skills, in addition to the foundational skills, as students make this transition. In addition, DIBELS does not take subgroups into consideration. Given that this is a very small school, the makeup of each class produces the entirety of data for a given grade level. In looking at 2023-2024 data, the third grade class had a high turnover rate, had late enrollments, had 10% are in foster care, and 12% are in Special Education. It is important to consider this information when evaluating data because Kindergarten through Second Grade had much smaller subgroups and more consistent enrollments throughout the year. When one combines this information with the transition between lower and upper elementary, the growth in third grade is admirable.

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

The school has reflected on practices and strategies prior to the grant, during the grant, and now at the end of the grant. Although student progress might appear to be the most notable change, the school feels the biggest change is teaching strategies, fidelity to those strategies, and fidelity to the curriculum. This has provided a consistent and robust learning environment for students, resulting in better outcomes.

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

Going forward, the high-quality supplemental curriculum will be used as the school's core ELA curriculum. The school will continue to offer support to instructional staff through Literacy Professional Development and instructional coaching. In addition, intervention services and the process for referring a student for intervention continue to be refined and have become ingrained in the fabric of the school environment. These services will continue as part of the normal operations of the school.

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Eligible Participating School #2: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

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

Select to enter text.

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		
First Grade		
Second Grade		
Third Grade		

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.

Select to enter text.

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

Select to enter text.

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

Select to enter text.

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Eligible Participating School #3: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Select to enter text.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

Select to enter text.

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

Select to enter text.

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		
First Grade		
Second Grade		
Third Grade		

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.

Select to enter text.

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

Select to enter text.

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

Select to enter text.