

Borrego Reading Academy REPORT CARD – 2016

Background Research indicates that children spend their early school years (grades 1 to 3) learning basic literacy skills. After grade 3 they use those literacy skills to learn everything else. Statistically, children who do not read at grade level by the end of grade 3 get further and further behind in subsequent grades. They rarely close the gap and are at high risk for dropping out of school. Literacy enables people to learn and comprehend, think critically, solve problems, share information and interact effectively with others – all important skills for life and career success. Historically 40 – 60% of Borrego's third graders do not read at grade level.

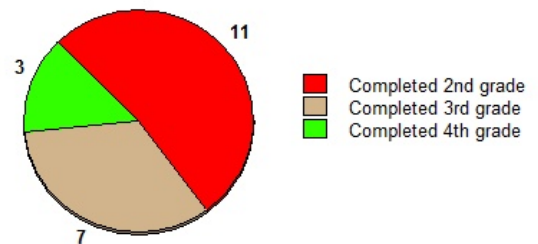
In 2016 BASIC conducted the first Reading Academy for 21 students in Borrego Springs Unified School District. The 4-week intensive literacy/reading program is patterned over a highly successful program in Richmond, Indiana now in its' ninth year. <http://everychildcanread.org/>

Structure The Reading Academy is a community-embedded “school without walls” that was conducted at the Steele-Burnand Anza-Borrego Desert Research Center. Full-day classes were scheduled for four weeks beginning August 2, 2016. Two trained teachers and two instructional aides developed and led the classes. A headmaster was also present to manage all administrative issues. The program used best teaching practices targeted to students in the 2nd and 3rd grades (three 4th graders were also included) who needed an extra literacy “boost”.

Reading Academy Students

Other “key features” that define the Reading Academy include:

- Free books for the students' personal home libraries
- Free hot breakfast and lunch every day
- Door-to-door bus service
- Free t-shirts and backpacks to build identity and pride
- Incentives for weekly attendance and perfect attendance award of an iPad2
- Celebration event with certificates of completion



Program Objectives

- All students will improve their reading and English Language Arts performance
- 35 - 50% of our students
 - will reach their reading grade equivalent on a standardized test,
 - become word strong by building a grade level vocabulary

- All students will become wild about reading
- All students will
 - complete and present a satisfactory English Language Arts project
 - set their personal reading objectives and assess their personal achievement
 - write to a prompt and writing rubric
 - acquire the knowledge and importance???? necessary to be **present,???**. ready to read, learn and grow smart every day

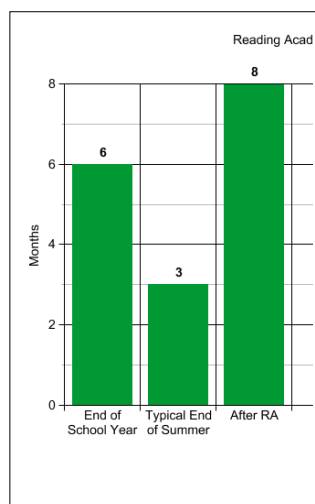
Short-term Program Goals

- Student performance growth in attaining grade level Reading achievement and other English Language Arts skills (ELA) measured by standardized tests and California Smarter Balance Assessment
- Increase positive attitudes toward reading
- Demonstrate 95% daily attendance

2016 Outcomes

- 21 students enrolled and 21 students completed the 20 day program
- 95% overall attendance rate
- 11 students made a gain in reading of 2 academic months or greater
- 1 student advanced 12 academic months
- 1 student advanced 7 months
- 2 students advanced 6 months
- 1 student advanced 5 months
- 66.7% of the students ended the school year in June reading at the 1st grade to 1st grade plus 9 months (1 - 1.9) level. Typically these students regress by three months over the summer. Most of the Reading Academy students not only did not lose three months, they improved by 2 months.
- Students and parents reported that the children wanted to attend and it was easy to get their child up and ready to go in the mornings.
- Many students reported they like to read more now and even found reading to be fun
- Students were reported to be sharing new vocabulary words at home

Months Improvement in Reading



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Joanne Ingwall, Associate Director
Sandra Angle, Education Director
Curt Yaws, Administrator/Headmaster

BASIC's Summer Reading Academy Teaching Staff

Monica Graves, Teacher
Graciela Coady, Teacher
Jennifer Helm, Substitute teacher
Tania Fuerte, Teaching aide
Jesus Arias Rodriguez, Teaching aide