

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: Mount Diablo Unified School

District

Program Lead: Christina Filios

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Fiscal Lead: Andrea Rose

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Eligible Participating School(s):

1. Bel Air Elementary	
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Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): **Sacramento County Office of Education**

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

Bel Air Elementary School, May 31, 2023 3:00pm

The governing board or body of the LEA

(Provide the date of the governing board meeting: June 14, 2023)

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

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: Bel Air Elementary

- Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites: Bel Air Elementary

- 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.

Please enter relevant school sites: Bel Air Elementary

- 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.

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Please enter relevant school sites: Bel Air Elementary

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: Bel Air Elementary

- 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: Bel Air Elementary.

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: Bel Air Elementary

- 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: Bel Air Elementary

- 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: Bel Air Elementary

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.

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- Provision of mental health resources to support pupil learning.

Please enter relevant school sites:

- Strategies to implement multi tiered systems of support and the response to intervention approach.

Please enter relevant school sites: Bel Air Elementary

- 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.

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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?

District administrator (Assistant Director of Instructional Support)—Oversees administration of grant; serves as the liaison with the fiscal department; participates in PDSA cycles with the site literacy team and training through the Sacramento County Office of Education (SCOE); communicates with state regarding budget expenditures and LAP plan; works directly with the Principal, Program Specialist, TOSA, and members of the site literacy team to monitor the implementation of the grant and its effectiveness

Site program specialist/VP (0.5 FTE)--supported with site grant funding and district funding; provides support to Principal, TOSA, intervention teacher(s), and site literacy team to implement grant; participates in PDSA cycles with the site literacy and training through the Sacramento County Office of Education (SCOE)

TOSA—supported with site grant funding and district funding; provides coaching and lesson modeling for teaching staff; plans and delivers professional development; leads Science of Reading Early Literacy PLC; facilitates the implementation of the newly-purchased curriculum (Foundations and Geodes) and trains teachers in the administration and data collection process with (DIBELS) and assessment piloting of mClass. Regularly collaborates with the literacy leadership team supporting literacy implementation along with building site capacity.

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

In Year 2, Bel Air experienced a change in leadership at the site mid-year. With the former principal moving into a new position, the district-funded positions played a major role in continuing the work of the grant and assisting the new principal to transition into the role and leadership of the work. The people in these roles work together with the site literacy team to provide administrative support, oversight of the grant goals, and facilitate the purchase and implementation of new curricular materials and assessment programs. The partially district-funded site positions of program specialist and TOSA provide direct daily and weekly support to the instructors in the classroom, through coaching, modeling, demonstration of new assessment tools, collection of assessment data, and leading PDSA cycles of data collection, examination, evaluation, and planning.

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3. What changes in support are needed as the school sites enter into year three of the grant, if any?

As there was a transition in the district administrator this year, the school site will benefit from the administrator's growth in understanding of the grant and her training in the LETRS program through SCOE. In addition, the entire district is moving to train more teachers in the Science of Reading and supporting PLC collaboration and learning in this area, specifically focused on implementing the Science of Reading using the currently-adopted materials, so the Bel Air team will benefit from a larger cohort of grade-level colleagues at other school sites who are focused on this work.

Going into Year 3 of the grant, the LEA will focus support on the following areas:

–building capacity in the current Bel Air teaching team through professional development and coaching, and implementing a gradual release of responsibility model wherein the Tier I teaching strategies in all K-3 classrooms reflect evidence-based literacy practices

–building capacity in the Bel Air team, through professional development and coaching, to collect and analyze data within PDSA cycles, monitor growth, and identify areas of support in literacy to ensure effective Tier 1 instruction within the classroom.

–monitoring student reading growth and areas of need through data collection and shorter, more frequent PDSA cycles while addressing them within the K-3 classroom instruction, reducing the need for separate, pull-out intervention

- Development of literacy training and 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

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

Eligible Participating School #1: Bel Air Elementary

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

- Collection of valid and reliable literacy data for TK-3
- Systematically use Cycles of Inquiry (PDSA) to analyze data to inform and adjust instruction in foundational skills.
- Based on results from Goals 1 and 2, we will investigate and determine if a supplemental foundational skills program is needed to improve student achievement.

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

- *We will improve our TK - 3 collection and analysis of valid, predictive & reliable data by administering and analyzing phonemic awareness and phonics data as measured by multiple assessments including, but not limited to, Dibels assessments three times a year. Evidence of data collection will be measured by the implementation and adherence to a year-long assessment calendar, teacher collection forms, and data conference schedules by June 2022.*
- *Based on the information gathered from engaging in short-term Cycles of Inquiry (Plan - Do - Study - Act), we will improve our knowledge / teacher understanding & skill in implementing an explicit systematic foundational skills program (Wonders) with fidelity, across TK - 3 classrooms and provide additional training and professional development as needed. Evidence of implementation will be measured by our year-long professional development calendar, input / feedback from coaches, collaborative lesson plans, and peer observations by the end of December 2022.*
- *We will explore the possibility of purchasing and implementing a Supplemental / Foundational Skills support program. (The following list shows options that we will explore and not necessarily purchase / implement). This includes, but is not limited to SIPPS, Heggerty Phonemic Awareness Curriculum, Open Court, David Kilpatrick, Foundations / Wilson. Implementation will include materials, supplies and professional development by June of 2024 and will be measured by training attendance, professional*

Category Descriptor	School and LEA Actions--2022-23
<p>3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils,</p>	<ul style="list-style-type: none"> ● hired at least 1 additional Intervention Teacher ● Partially funded an existing district-level TOSA ● Added a part-time site based Program Specialist to provide direct support to teachers as well as

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<p>including, among others, bilingual reading specialists to support English learner programs.</p>	<p>oversee full implementation.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<ul style="list-style-type: none"> ● TOSA identified and provided training in culturally responsive lessons that are part of our adopted curriculum, Wonders. ● Thematic differentiated culturally responsive texts were purchased for K-3 classrooms from Lee & Low.
<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA 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.</p>	<ul style="list-style-type: none"> ● All teachers received grade-level specific online training for the new phonic program, Foundation. Every K-3 teacher has access to Wilson’s Fun Hub, which provides implementation videos and guides to support effective Foundations phonics lessons. ● Training was provided on Geodes, decodable text, to support Foundations phonics lessons. A matrix was created to align phonics skills for cross-grade level support. ● Teachers were offered CORE PD training and Science of Reading training.
<p>3.1d EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>	<ul style="list-style-type: none"> ● Teachers were offered CORE PD training and Science of Reading training in alignment with ELA/ELD Framework. ● Literacy team participated in PDSA cycles training through SCOE.
<p>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</p>	<ul style="list-style-type: none"> ● Foundations and Geodes were purchased for K-3 classrooms. Geodes take-home books were also provided to strengthen literacy practices between home and school. ● Thematic differentiated culturally responsive texts were purchased for K-3 classrooms from Lee & Low.
<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</p>	<ul style="list-style-type: none"> ● DIBELS 8th benchmark and progress monitoring has continued this year ● Piloting of mClass was utilize to gather DIBELS 8th data with the EOY assessment ● Beginning and Middle Dibels Data were entered into the mClass platform for 2022-2023. ● Exploration of ten-day progress monitoring cycle plan/activities and family communication/support through an online portal will need to continue into the next school year to gauge the effectiveness of the platform.

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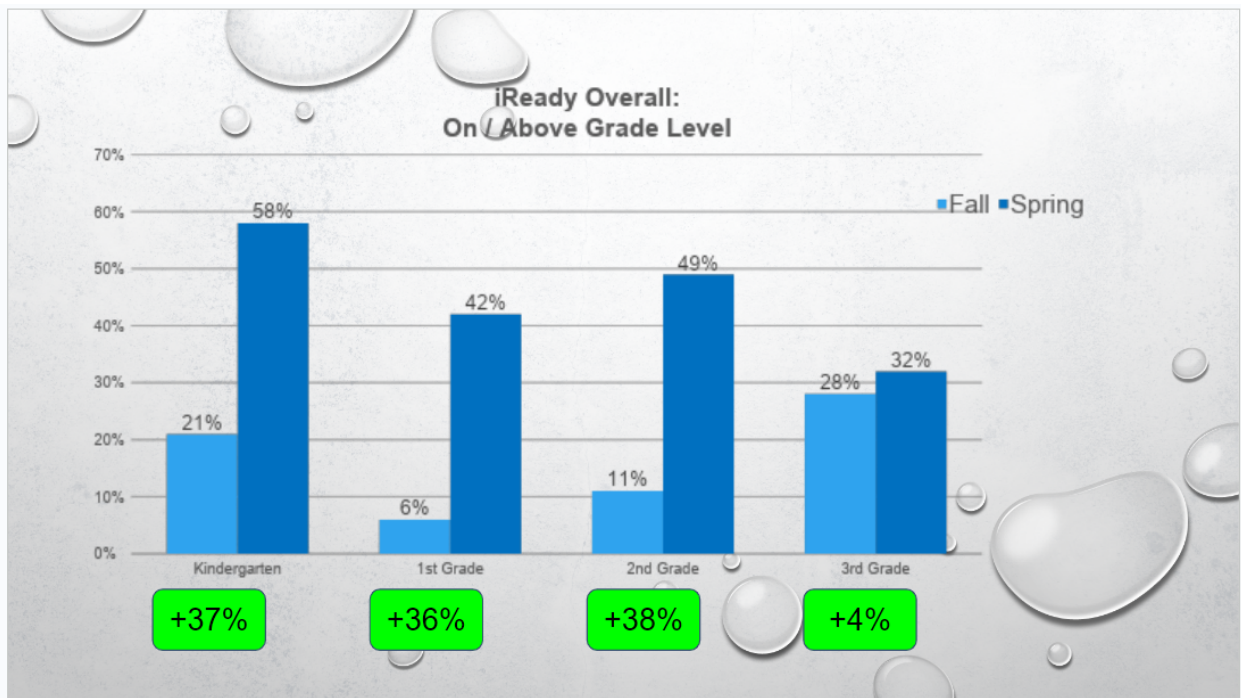
3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

The metrics we are using to measure student growth are the following: iReady, DIBELS, CAASPP.

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

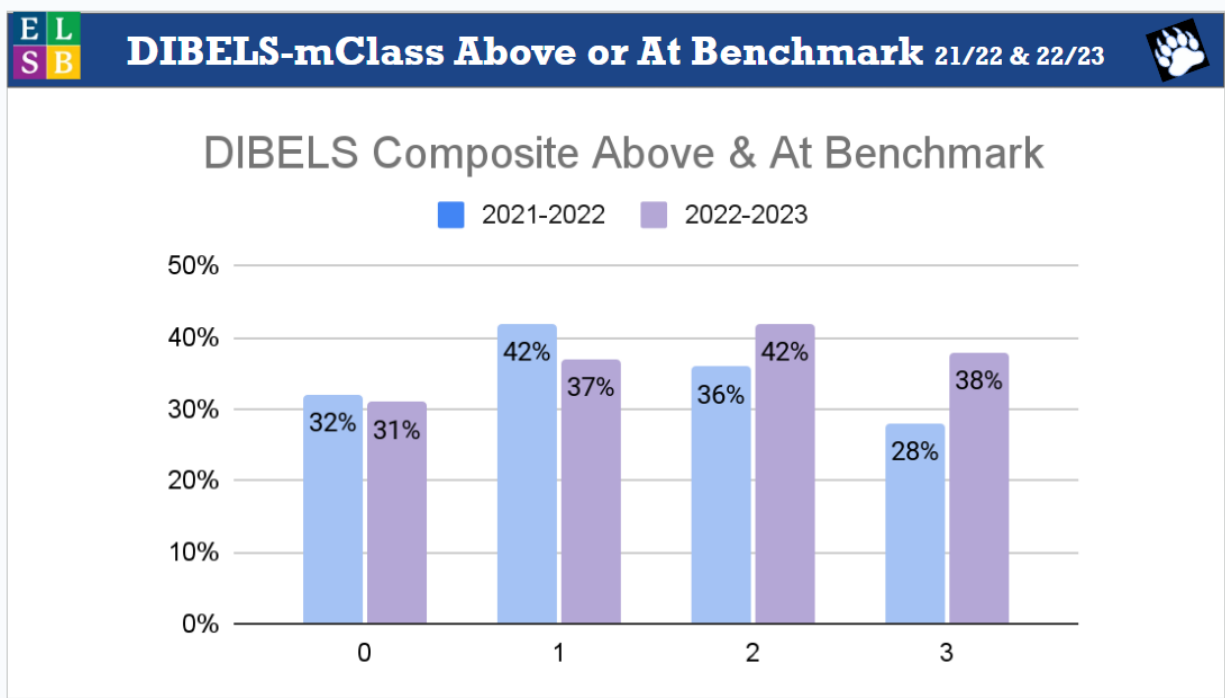
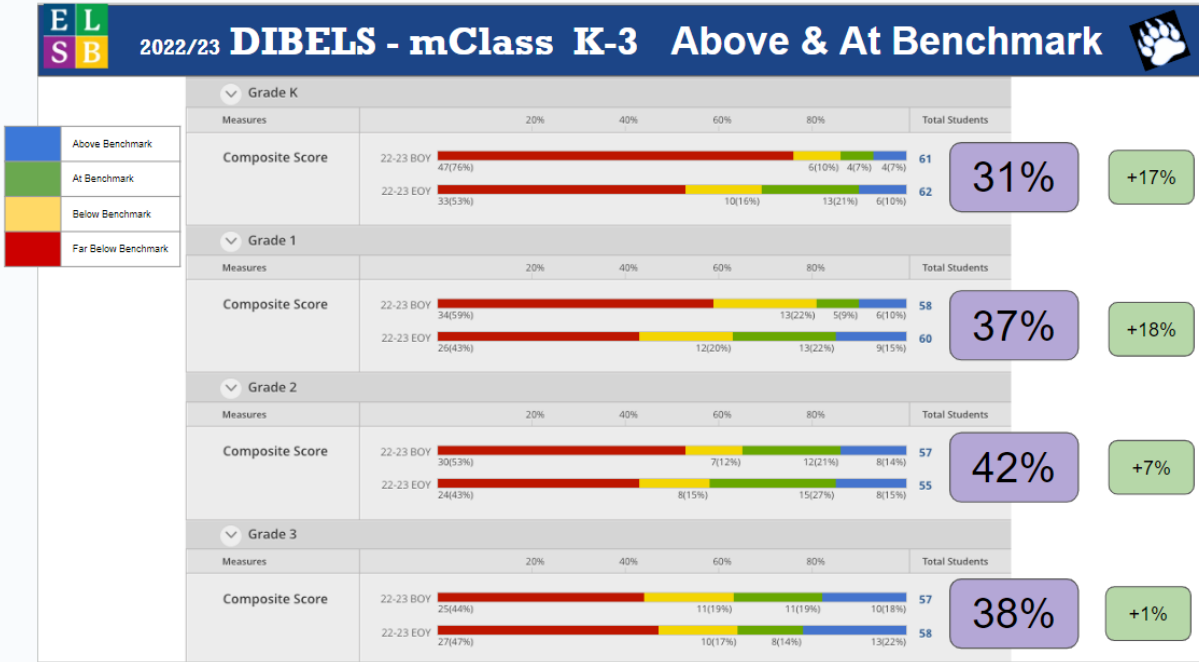
Site local data (iReady Reading and DIBELS) indicate growth across all grade levels, Kindergarten through 3rd grade, from fall to spring in the % of students On or Above Grade Level or At and Above Benchmark overall, and across all six assessed domains of reading (iReady). 100% of 3rd graders are testing on or above grade level in phonological awareness as of the spring iReady assessment. The growth does seem to slow by 3rd grade, however. Likewise, the rate of growth is much smaller in 3rd grade, indicating an area for growth.

CAASPP scores indicate growth within the exceeded and met standards group at the third grade level from 2020/2021 to 2021/2022 school year. At the beginning of the next school year we will analyze CAASPP scores from 2022/2023.



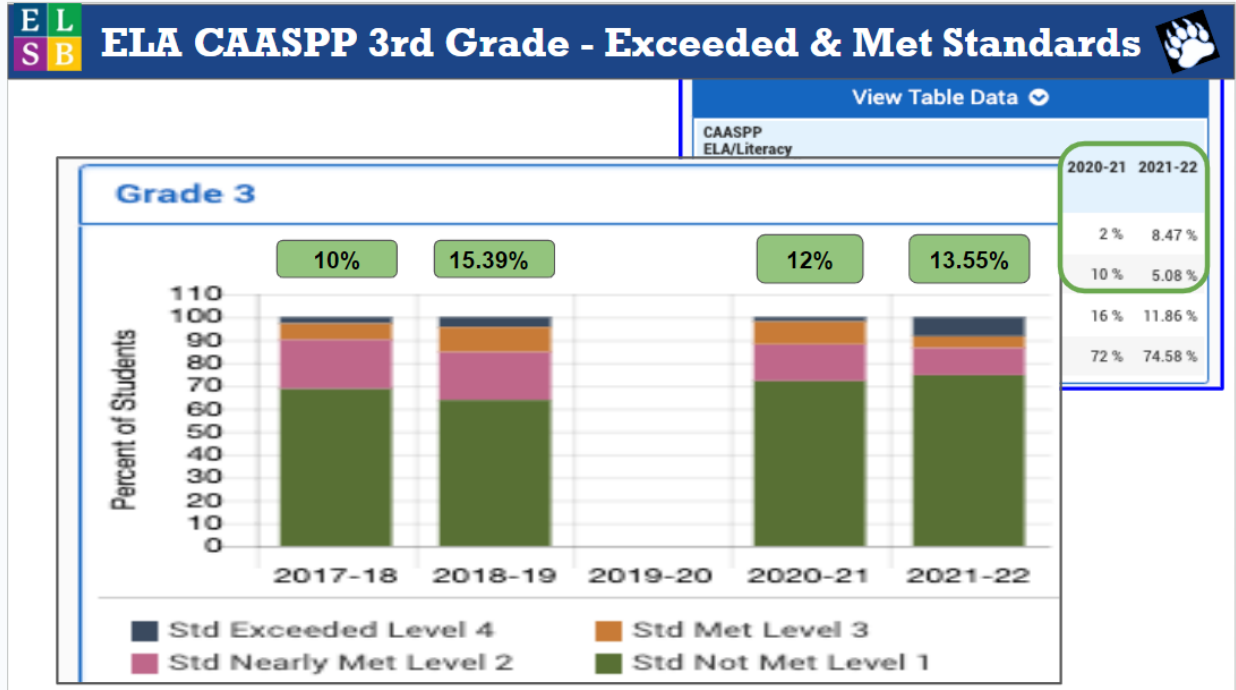
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5. What changes are needed, if any, as the school site enters into year three?

We will continue to build capacity to effectively provide and support tier 1 instruction utilizing Foundations/Geodes and short PDSA cycles to target literacy needs. Our pilot with mClass will continue as we evaluate its capacity to collect, report and support progress monitoring cycles with groupings, materials, and growth monitoring.

Aligning our assessment calendar with regularly scheduled PLCs and growth celebrations throughout the year, supported by our PDSA cycles, will continue to build and support our capacity at our site to recognize success with students, families, and staff.

As new staff members join our learning community, PD and orientation to our systems and materials will be provided along with coaching. As the year progresses, the coaching and support for staff will continue within PLCs with opportunities to plan, observe and co-teach throughout the year.