Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: Mt. Diablo Unified School District

Program Lead: Christina Filios   Email/Phone: filiosc@mdusd.org

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Eligible Participating School(s):

1. Bel Air Elementary School	

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 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:

x☐ The school site council at each eligible school

Bel Air Elementary School
x☐ The governing board or body of the LEA

Provide the date of the governing board meeting: June 26, 2024

x☐ Publicly posted on the LEA's website, which may be found at the
following URL:
https://www.mdusd.org/departments/educational-services/programs-plans

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:

x☐ **Category 1.** Access to high-quality literacy teaching, including which of the following:

x☐ 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 School

x☐ Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites: Bel Air Elementary School

x☐ 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 School

x☐ 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: Bel Air Elementary School

Comments (optional): Select to enter text.

x☐ **Category 2:** Support for literacy learning, including which of the following:

x☐ 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 School

x☐ 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 School

Comments (optional): Select to enter text.

x☐ **Category 3.** Pupil supports, including which of the following:

x☐ 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: Bel Air Elementary School

x☐ 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 School

x☐ 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 School

☐ Strategies to implement research-based social-emotional learning approaches, including restorative justice.

Please enter relevant school sites: Select to enter text.

x☐ Expanded access to the school library.

Please enter relevant school sites: Bel Air Elementary School

Comments (optional): Select to enter text.

x☐ **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.

x☐ Strategies to implement multitiered systems of support and the response to intervention approach.

Please enter relevant school sites: Bel Air Elementary School

☐ 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.

x☐ 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: Bel Air Elementary School

Comments (optional): Select to enter text.

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?

   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 (Fundations 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(s)?

   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.

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

   The LEA will continue to support and sustain the work begun through the ELSB grant program by continuing to provide funding for the program specialist position, district-wide TOSA support, district-wide training for all K-5 teachers in the science of reading and utilizing our district-adopted curriculum, and providing all sites with the mClass (Dibels) assessment as a universal screening tool.

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?

   Participation in the ELSB grant has provided insights into the importance of having a focused improvement plan with clear outcomes, and conducting frequent monitoring of student progress through PDSA cycles. Bel Air's success in utilizing mClass as a consistent assessment tool was also informative, as was their model of short, targeted intervention cycles with students, informed by the assessment data. This provides a model that can be replicated at other school sites. Also, having a defined literacy team that meets together and participates in on-going professional development has proven a successful model, which will inform our LEA work with our ELA instructional leadership teams (ILTs) going into the next school year.

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: Bel Air Elementary School

What are the "big picture" goals stated in the Literacy Action Plan? These 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.

What are the actions the LEA and school site have taken to progress toward those goals in Year 3 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 2024.*
- *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 2023.*
- *The site purchased a supplemental foundational literacy program, Wilson Fundations and implemented the program, including purchase of materials, purchase of supporting supplies, and professional development for teachers and administrators.*

Category Descriptor	School and LEA Actions--2023-24
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	- hired 1.0 FTE total 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 oversee full implementation.

3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	• 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.
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.	• New teachers received grade-level specific online training for the new phonic program, Fundations. Every K-3 teacher has access to Wilson's Fun Hub, which provides implementation videos and guides to support effective Fundations phonics lessons. • Training was provided on Geodes, decodable text, to support Fundations 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.
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.	• 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.
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS	• Additional Fundations materials 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.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS	• Full utilization of mClass online platform to gather assessment data • Family communication/support through mClass online portal will need to continue into the next school year to gauge the effectiveness of the platform.

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

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

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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	mClass	17%
First Grade	mClass	31%
Second Grade	mClass	46%
Third Grade	mClass	45%

- 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.

    In comparing baseline data to current student data for the cohort of students who have been at Bel Air for the implementation years of the grant, all grade levels that have been affected by the grant work have shown significant improvements in their reading metrics. Current 2nd graders, who were in Kindergarten the first year of the grant, have moved from 25 students identified at risk in grade K, to only 12 at risk in 2nd grade. The same group showed only 7 students with minimal/negligible risk in Kindergarten, with now 19 students with minimal/negligible risk. Similarly, current 3rd graders, who were 1st graders at the start of the grant, had 33 students identified as at risk at the beginning of 1st grade, and now have 19 students identified as at risk at the end of 3rd grade. The same group showed only 10 students with minimal/negligible risk at the beginning of first grade, with now 23 students at minimal/negligible risk. This shows significant improvement in student outcomes with the implementation of the foundational skills programs and a concerted effort focused on early literacy. While this data is encouraging, there continues to be more work to do to move more students out of the at risk category by the end of third grade.

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

    The most notable change as a result of the ELSB grant work has been the frequent progress monitoring of students utilizing local assessment data. With the Dibels/mClass assessment, teachers have been able to specifically target skills when implementing just in time scaffolds, or in the intervention setting. In addition, the site staff as a whole have come together in a commitment to ensuring that all children can read well at Bel Air.

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

    The site is continuing with its use of mClass to monitor student progress and implement targeted interventions as needed. The site will utilize site funds to continue with a Reading Intervention position, as well as partially fund an administrative program specialist position. The site will be participating in district professional development on the science of reading, as well as identifying an ELA ILT (Instructional Leadership Team), who will help to lead

continued professional development on the site. The site will continue to implement Fundations as a supplemental foundational skills program, as well as utilize Geodes decodables in conjunction with the adopted program, Wonders.