

# Early Literacy Support Block Grant Annual Report

## Implementation Year 1: 2021–22

(REV. 04/2022)

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.

On an annual basis, each LEA with an eligible school shall submit to the California Department of Education, the school site council at each eligible school, and the governing board or body of the LEA a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the LEA's website.

For Implementation Year 1 (2021–22), the LEA Program Lead shall complete the template below for each eligible participating school and submit this form to [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) between **June 30, 2022** and **July 30, 2022**.

LEA Name: Mount Diablo Unified School District

Program Lead: Robert Humphrey

Email/Phone: [humphreyr@mdusd.org](mailto:humphreyr@mdusd.org) / (925) 458-2606

Fiscal Lead: Dee Dee Blankley

Email/Phone: [blankleyd@mdusd.org](mailto:blankleyd@mdusd.org) / 925-682-8000 ext. 4087

Eligible Participating School(s) – select box next to the site for which this report applies:

<input checked="" type="checkbox"/> 1. Bel Air Elementary	Select to enter text.

Supporting Agency or Agencies: (i.e. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

### LEA URL for public posting of ELSB Grant Reports:

<https://mdusd-ca.schoolloop.com/>

**NOTE:** Please indicate N/A in all sections that do not apply.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

1. In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

#### Pull from LAP Section 1, 1.2 Root Cause

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	N/A	N/A	PBIS reinitiated	Need to strengthen the program / practices
Social-emotional learning	N/A	N/A	SEL implemented Fall / Winter / Spring Surveys - saw growth. SEL Lesson Plans from the District as well as site based lessons were implemented. Counseling support (individual, groups, whole class when requested).	Tier 3 supports need to be strengthened  We need to look into adding more counseling support to meet student and family needs.
Experience of pupils below grade-level standard on the ELA content standards	N/A	N/A	During the Word Recognition Session, we reflected on our current school data in the areas of: Phonological Awareness, Letter Knowledge, Sight Word Recognition, Decoding / Encoding, and Screening for Word Recognition. We examined our current curriculum / program and discussed whether or not we had sufficient data to show student progress. Additionally, we engaged in a Team Synthesis and we discussed	<a href="#">Final Bel Air Root Cause Analysis</a>  The link above provides detailed information regarding our Root Cause Analysis.  An area of strength for us this year is our focus on implementing common assessments and using the data from these assessments to plan / guide our classroom instruction.

# Early Literacy Support Block Grant Annual Report

## Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>possible shifts that we need to make.</p> <p>Additionally, during the Language Comprehension Session, we went through the same process as we did in the Word Recognition Session. The difference being, of course, that we focused on the following areas of Language Comprehension: Literacy Knowledge, Background Knowledge, Vocabulary Knowledge, Language Structures, Verbal Reasoning and Support and Monitoring Language Comprehension.</p> <p>Finally, during the Text Selection Session, we went through the same process as we did in the Word Recognition Session. The difference being, of course, that we focused on the following areas of Text Selection: Text for Language Comprehension, Text for Word Recognition and Monitoring Fluency.</p> <p>Using our Jam Board, we posted our findings based on the information gathered in our note catchers. We included anecdotal information, experiential information as well as thoughts and ideas we captured on the Note Catchers. Once we had all of our</p>	<p>We were also able to make progress regarding the use of our Instructional Materials and being able to provide relevant Professional Development to all staff (iReady, Wonders, etc).</p> <p>A possible unmet need is the assessment process. There are several assessments (DIBELS, iReady, ESGI) that we are using and they all provide valuable information. The challenge is finding the time and resources (people) to assist in administering these assessments and inputting the data.</p>
--	--	--	---	---

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

			thoughts and ideas on the board, we began to categorize them into three 5 areas: Instruction / Collaboration, Assessments, Pacing / Consistency, Materials and Supplies, and Outside of our control.	
Experience of families of pupils below grade-level standard on the ELA content standards	N/A	N/A	Similar to students, added conversations about providing support at home.	<a href="#">Final Bel Air Root Cause Analysis</a>  We need to continue our outreach methods and improve upon them to ensure that we are involving families in this process.

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

#### LAP Section 1, 1.3 Needs Assessment

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	N/A	N/A	We reviewed the information and data we had collected during our Root Cause Analysis (3 Note Catchers and the Root Cause Analysis) as well as our DIBELS data and iReady data. Based on that data, we began to draft our 3 SMARTe Goals,	

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

<p>Data on effective practices (reference previous chart)</p>	<p>N/A</p>	<p>N/A</p>	<p>Our first SMARTe Goal is strictly focused on assessment and data collection. As a team, we were engaged in a thoughtful conversation regarding where we need to start. We agreed that we can't begin to look at instruction or even instructional materials for that matter if we do not have a common assessment that provides valid and reliable results across TK - 3rd Grade.</p> <p>From there, we focused on our 2nd SMARTe Goal which is focused on building capacity and more specifically using the Cycle of Inquiry (or a similar model) to process and analyze the data we have collected. In order to achieve this goal, we focused on the 4 categories under the SMARTe Goal; Assessment Instruments, Curriculum and Materials, Professional Development and Support Personnel. We have done some work in the area of data collection and reflection but it remains an area of focus for our site. Once we are able to implement a school wide assessment tool, we need to be able to closely examine the data we collect and make informed decisions on how to best meet the needs of our students.</p> <p>Finally, after much discussion, we were able to write a 3rd SMARTe Goal with the focus on exploring supplemental programs and resources. We agreed that before</p>	<p><a href="#"><u>Bel Air SMARTe Goals</u></a></p> <p>In our first year, while we had all 3 SMARTe Goals in mind, we placed a heavy focus on Goal 1 (We will improve our TK - 3 collection and analysis of valid, predictive &amp; 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 current data, we expect to see a minimum of 15% academic student growth and a long term goal of 30% plus growth each year as measured by our DIBELS assessments with 100% TK - 3 participation.)</p> <p>An area of strength for us this year is our focus on implementing</p>
---	------------	------------	--	---

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>making any purchases or changes to our current program, we need to be sure all staff are trained and familiar with the various components of our current program (Wonders).</p>	<p>common assessments and using the data from these assessments to plan / guide our classroom instruction.</p> <p>We were also able to make progress regarding the use of our Instructional Materials and being able to provide relevant Professional Development to all staff (iReady, Wonders, etc).</p>
Data on ineffective practices <i>(reference previous chart)</i>	N/A	N/A	<p>Our first SMARTe Goal is strictly focused on assessment and data collection. As a team, we were engaged in a thoughtful conversation regarding where we need to start. We agreed that we can't begin to look at instruction or even instructional materials for that matter if we do not have a common assessment that provides valid and reliable results across TK - 3rd Grade.</p>	<p>As a result of our focus on Goal 1, we were able to specifically focus on the assessments that we were using and the lack of continuity. While all assessments were not aligned at the start of the school year, we have made progress in this area</p>
Equity and performance gaps	N/A	N/A	<p>Our first SMARTe Goal is strictly focused on assessment and data collection. As a team, we were engaged in a thoughtful conversation regarding where we need to start. We agreed that we can't begin to look at instruction or even instructional materials for that matter if we do not have a common assessment that provides valid and reliable results across TK - 3rd Grade.</p> <p>From there, we focused on our 2nd SMARTe Goal which is focused on building capacity</p>	<p>After reviewing our data, we are seeing the largest gap between our English Learners and the overall scores. We will be using this data to inform our instruction and to look into restructuring our ELD Program.</p>

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>and more specifically using the Cycle of Inquiry (or a similar model) to process and analyze the data we have collected. In order to achieve this goal, we focused on the 4 categories under the SMARTe Goal; Assessment Instruments, Curriculum and Materials, Professional Development and Support Personnel. We have done some work in the area of data collection and reflection but it remains an area of focus for our site. Once we are able to implement a school wide assessment tool, we need to be able to closely examine the data we collect and make informed decisions on how to best meet the needs of our students.</p>	
--	--	--	---	--

3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to ***high-quality teaching***. [SB98 Sec113 (b)(e1A-D)]

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

#### LAP Components of Literacy Action Plan, Specific Goals and Metrics

#### Section 3: Categories 1-4 of LAP Category 1: High-Quality Instruction for Specific Actions

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive / Negative Outcome
Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	<p>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.</p> <p>In support of goal 1, we will hire at least 1 additional Intervention Teacher to provide support to TK - 3 teachers with assessments, data collection and program implementation by September 2021.</p>	<p>1 Full-time literacy coach was hired in the Fall and a 2nd Literacy Coach in January.</p> <p>In addition, we were able to find 30% of the cost for the TOSA.</p>	<p>Student growth</p> <p>Staff participation and implementation (as appropriate).</p>	<p>The Literacy Coaches provided small group instruction for our Intensive groups in grades K - 3. While there is still much work to be done, we were able to see tremendous growth.</p> <p>Our TOSA provided in class support as well as professional development around Scarborough’s Reading Rope, DIBELS administration, and the PDFSA Cycle of Inquiry.,</p>



## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

	In addition, we will partially fund an existing district-level TOSA to provide direct support to the staff and students of Bel Air Elementary.			
Development of strategies to provide culturally responsive curriculum and instruction	In support of Goal 2, we will purchase materials and supplies and provide professional development for AVID CRT (Culturally Relevant Teaching) implementation.	Our school will be implementing a district approved program that includes culturally responsive curriculum and instruction. We are focused on improving and deepening our implementation of the program.	We did not implement AVID CRT this year. However, next year we are adopting Foundations and leveled readers that are culturally relevant to our population.	We did not implement AVID CRT this year. However, next year we are adopting Foundations and leveled readers that are culturally relevant to our population.
Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy	3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA	In support of goals 1 and 2, 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	<ul style="list-style-type: none"> <li>● DIBELS administration training / PD</li> <li>● Running Records training for teachers</li> <li>● CORE PD (5 teachers)</li> <li>● Cycle of Inquiry (P-D-S-A) process / data analysis training</li> <li>● Additional Wonders</li> </ul>	We will continue to provide additional training in the use and implementation of our core ELA / EL program (Wonders) as well as, effective classroom strategies that increase student outcomes, and professional

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

<p>achievement and the use of data to help identify and support struggling pupils</p>	<p>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> <p>In support of goals 1 and 2, 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. Additionally, teachers will participate in the CORE PD. Additionally, evidence of implementation will be measured by our year-long professional</p>	<p>2022. Additionally, teachers will participate in the CORE PD.</p> <p>Additionally, 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.</p> <p>In our first year, our Literacy Team will attend the CORE PD. In years 2 and 3, we will expand the training across grades TK - 3rd.</p>	<p>Assessment Training / PD</p> <ul style="list-style-type: none"> <li>● Additional assessment training if identified as a need ie: LETRS, Wilson, SIPPS, CKLA</li> <li>● Assessment Training / PD</li> <li>● PLC, grade-level collaboration agenda and minutes</li> <li>● Stipends, Subs</li> <li>● Wonders Training / PD</li> </ul>	<p>development for any and all new materials.</p>
---	---	--	---	---

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

	<p>development calendar, input / feedback from coaches, collaborative lesson plans, and peer observations by the end of December 2022.</p> <p>In our first year, our Literacy Team will attend the CORE PD. In years 2 and 3, we will expand the training across grades TK - 3rd.</p>			
<p>Professional development for teachers and school leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support</p>	<p>3.1c  <b>EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</b>                      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</p>	<p>In support of goals 1 and 2, 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. Additionally, teachers will participate in the CORE PD.</p> <p>Additionally, evidence of implementation will be measured by our</p>	<ul style="list-style-type: none"> <li>● DIBELS administration training / PD</li> <li>● Running Records training for teachers</li> <li>● CORE PD</li> <li>● Cycle of Inquiry (P-D-S-A) process / data analysis training</li> <li>● Additional Wonders Assessment Training / PD</li> <li>● Additional assessment training if identified as a need ie: LETRS, Wilson, SIPPS, CKLA</li> <li>● Assessment Training / PD</li> <li>● PLC, grade-level collaboration agenda</li> </ul>	<p>We will continue to provide additional training in the use and implementation of our core ELA / EL program (Wonders) as, effective classroom strategies that increase student outcomes, and professional development for any and all new materials.</p>

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

<p>effective instruction</p>	<p>support struggling pupils.</p> <p>In support of goals 1 and 2, 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. Additionally, teachers will participate in the CORE PD. Additionally, 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. In our first year, our Literacy Team will attend the CORE PD. In</p>	<p>year-long professional development calendar, input / feedback from coaches, collaborative lesson plans, and peer observations by the end of December 2022.</p> <p>In our first year, our Literacy Team will attend the CORE PD. In years 2 and 3, we will expand the training across grades TK - 3rd.</p>	<p>and minutes</p> <ul style="list-style-type: none"> <li>● Stipends, Subs</li> <li>● Wonders Training / PD</li> </ul>	
------------------------------	---	--	--	--

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

	<p>years 2 and 3, we will expand the training across grades TK - 3rd.</p> <p>3.1d  <b>EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA:</b>                  In support of goals 2 and 3, TK - 3 teachers will commit to engaging in short-term Cycles of Inquiry, we will improve our knowledge / teacher understanding &amp; skill in implementing Wonders and an explicit systematic foundational skills program with fidelity, across TK - 3 classrooms.</p>			
--	---	--	--	--

4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address ***support for literacy learning***. [SB98 Sec113 (b)(e2A-B)]

**Review Section 2 LAP Components of Literacy Action Plan, Specific Goals and Metrics**

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

#### Section 3: Categories 1-4 of LAP, Category 2, Support for Literacy Learning for Specific Actions

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials	As stated in Goal 3, in year 2 we will provide additional professional development with our current program (Wonders) and we will explore the possibility of purchasing and implementing a Supplemental / Foundational Skills support program.	We did not purchase any additional literacy curriculum this year.	N / A	We focused primarily on successful implementation of our schoolwide assessments. However, based on the successful implementation of our assessments, we are in the process of purchasing Wilsons Foundations Program as well and Leveled Readers (Lee and Low).
Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those	We are currently using iReady diagnostics and lessons. We will begin DIBELS implementation in the Fall of 2021.	We added DIBELS assessments this year.	All K - 3 teachers were trained and were able to administer some or all of the sections of the DIBELS assessments.	We were able to administer the DIBELS assessments 3 times (Fall, Winter and Spring) to all students K - 3. The data from these assessments has been very informative

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

assessment instruments				and has helped guide our instruction and planning.
------------------------	--	--	--	--

5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

#### Review Section 2 LAP Components of Literacy Action Plan, Specific Goals and Metrics

#### Section 3: Categories 1-4 of LAP, Category 3: Pupil Supports for Specific Actions

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	In support of Goal 2, we are offering a Summer Program to support Literacy. Additionally, we have an After School Program being offered to our students.	We are offering a district sponsored / funded Summer Program.  Our After School Program is provided by the district.	Attendance	We were able to provide support before school for our Late Kindergarten Friends, after school support and a summer program focused on literacy. We used district-provided curriculum, materials and supplies to support our students.
Extended school day to enable implementation of breakfast in the classroom or library models to support	We have allocated funding for teachers to provide after school literacy support.	Our school EL Support Teacher provided small group support after school.		

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

expanded literacy instruction				
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	We will continue to work with the MDUSD Equity Department to develop and implement programs and strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions.	Parent Square Class Dojo	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district
Strategies to implement research-based social-emotional learning approaches, including restorative justice	We will continue to work with the MDUSD Equity Department to develop and implement programs and strategies to support SEL.	SEL Folder / Lessons	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. Additionally, SEL lessons were provided by MDUSD along with surveys that were used to measure student growth.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. Additionally, SEL lessons were provided by MDUSD along with surveys that were used to measure student growth.



## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

Expanded access to the school library	No action	No action	No action	No action
---------------------------------------	-----------	-----------	-----------	-----------

6. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address ***family supports***. [SB98 Sec113 (b)(e4A-E)]

#### Section 2 : LAP Components of Literacy Action Plan, Literacy Specific Goals and Metrics

#### Section 3: Categories 1-4 of LAP, Category 4: Family Supports for Specific Actions

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed practices and supports for pupils and families	We will continue to work with the MDUSD Equity Department to develop and implement programs and trauma-informed practices	SEL folder and lessons	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. However, SEL lessons were provided by MDUSD along with surveys that were used to measure student growth.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. However, SEL lessons were provided by MDUSD along with surveys that were used to measure student growth.
Provision of mental health resources to support pupil learning	We will continue to work with the MDUSD Equity Department to develop and implement	We do not need to create an action item around the provision of mental health resources because	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

	programs and trauma-informed practices	these supports are already provided through our school and district	school and district	school and district
Strategies to implement multi-tiered systems of support and the response to intervention approach	We will continue to work with the MDUSD Equity Department to develop and implement programs and strategies to support	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	We will continue to work with our site and district parent liaisons and Community Service Assistants to provide opportunities for parent / family support in literacy.	PTA re-establishment  ELAC re-establishment.	N / A - See Outcomes column	PTA - Despite multiple attempts by the school principal, we were unable to create a partnership with our local PTA. We will continue these efforts in the Fall.  ELAC - In an effort to increase parental; involvement, the 5 schools in Bay Point have started the process to establish a Bay Point ELAC instead of 5 separate committees. Our first meeting in the

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

				Winter / Spring was successful and we hope to build on that momentum next school year.
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs	We will continue to improve parent and community engagement through multiple venues (Site Council, PTA, etc).	Parent Square  Class Dojo	N / A - See Outcomes column	<p>PTA - Despite multiple attempts by the school principal, we were unable to create a partnership with our local PTA. We will continue these efforts in the Fall.</p> <p>ELAC - In an effort to increase parental; involvement, the 5 schools in Bay Point have started the process to establish a Bay Point ELAC instead of 5 separate committees. Our first meeting in the Winter / Spring was successful and we hope to build on that momentum next school year.</p>

- Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

Based on Year 1 Implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 Implementation

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	N/A	N/A	<p>Based on our iReady and DIBELS data, we were able to see growth in ELA in grade 3. Specifically in iReady, we saw an overall growth in the number of students at or above grade level in grades 3 as listed below:</p> <p>3rd Grade: 18%</p>	<p>Overall, we are seeing a decrease in the percent of students that need Intensive (Pull-out) instruction. However, there is still a definite need for additional support, especially in the areas of Phonics and Phonemic Awareness.</p> <p>We are strengthening our Phonics / Phonemic Awareness Program next year by implementing Foundations.</p>
Social-emotional learning	N/A	N/A	<p>We implemented the district-wide SEL lesson plans and administered the survey (Fall, Winter and Spring). The lessons were adjusted as needed to meet the needs of our students.</p> <p>Our school counselor worked with students individually, in small groups and</p>	<p>This year, we saw a greater need for social-emotional support. We need to continue to focus on supporting the social-emotional needs of our students.</p> <p><b>We do not need ELSBG funds for this</b></p>

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

			<p>supported teachers in their classrooms.</p> <p>Students were discussed at our weekly CARE Team meetings and support was provided as needed.</p> <p>We updated our MTSS chart which focuses on academic and social supports.</p>	
Experience of pupils below grade-level standard on the ELA content standards	N/A	N/A	<p>Overall, we are seeing a decrease in the percent of students that need Intensive (Pull-out) instruction. However, there is still a definite need for additional support, especially in the areas of Phonics and Phonemic Awareness.</p>	<p>Overall, we are seeing a decrease in the percent of students that need Intensive (Pull-out) instruction. However, there is still a definite need for additional support, especially in the areas of Phonics and Phonemic Awareness.</p> <p>We are strengthening our Phonics / Phonemic Awareness Program next year by implementing Foundations.</p>
Families of pupils below grade-level standard on the ELA content standards	N/A	N/A	<p>We worked to re-establish our PTA and our ELAC.</p>	<p>We need to continue to strengthen our relationships with our families by re-establishing these groups</p>

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

				and by providing support to families.  <b>We do not need ELSBG funds for this</b>
--	--	--	--	---

8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

Based on Year 1 Implementation and data, reassess to determine root cause and needs assessment for changes in Yr 2 Implementation

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	N/A	N/A	Based on our iReady and DIBELS data, we were able to see growth in ELA in grades K - 3. Specifically in iReady, we saw an overall growth in the number of students at or above grade level in grades K - 3 as listed below:  K: 49% 1st Grade: 29% 2nd Grade: 22%	Overall, we are seeing a decrease in the percent of students that need Intensive (Pull-out) instruction. However, there is still a definite need for additional support, especially in the areas of Phonics and Phonemic Awareness.  We are strengthening our Phonics / Phonemic Awareness Program next

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

			3rd Grade: 18%	<p>year by implementing Foundations.</p> <p>We are making growth, which is fantastic. DIBELS gives us a more focused view of student performance which is why we are adopting Foundations.</p>
Data on effective practices ( <i>reference previous chart</i> )	N/A	N/A	<p>We have added new assessments</p> <p>We have restructured / re-established small group instruction</p> <p>We have a constant focus / discussion around data</p>	<p>We have focused on first best instruction and have implemented new structures and instructional practices, However, there is still a definite need for additional support, especially in the areas of Phonics and Phonemic Awareness.</p>
Data on ineffective practices ( <i>reference previous chart</i> )	N/A	N/A	<p>We have restructured / re-established small group instruction</p>	<p>Most teachers were able to restructure their instruction (as needed). However, with new staff members joining our team, some still need additional support.</p>
Equity and performance gaps	N/A	N/A	<p>In analyzing our iReady and SEL survey data, we do not see evidence of large gaps K - 3.</p>	<p>We will continue to focus on providing support to our students and providing support as needed.</p>

# Early Literacy Support Block Grant Annual Report

## Implementation Year 1: 2021–22

(REV. 04/2022)

9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

### NEW ACTIONS / UPDATE LAP

**Based on root cause analysis and needs assessment results in #7 and #8, identify new action items / change for Year 2.**

**All changes or action items should be reflected in appropriate category in Section 3: 1-4 Categories of LAP**

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
-----------	-------------------------	-------------------------	-------------------------------	---



## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

<p>Access to high-quality instruction</p>	<p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p>Add Foundations</p> <p>Continue with assessments (DIBELS, iReady, ESGI)</p>	<p>Academic Data</p> <p>Research based programs</p>	<p>Fidelity of implementation</p> <p>Data results (iReady, DIBELS, ESGI, etc)</p>
<p>Support for literacy learning</p>	<p>Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English</p>	<p>Add Program Specialist</p> <p>Peer Lead Instructional Rounds</p>	<p>Designated role specifically assigned to Grant Implementation, supporting teachers and students, overseeing LAP implementation, etc.</p> <p>Staff members have attended a variety of PD's. This would allow them to share their expertise / knowledge.</p>	<p>.5 FTE</p> <p>Fidelity of implementation, attendance (PD's, training, etc), Monthly check ins / collaboration.</p>

## Early Literacy Support Block Grant Annual Report

### Implementation Year 1: 2021–22

(REV. 04/2022)

	learner programs.		Provide release time for teachers to engage in Instructional Rounds	
Pupil supports		Same as above		
Family supports		Family Literacy Nights / Events	Increase family involvement	Attendance Feedback (surveys / forms, etc.
		PTA Re-establishment	Increase family involvement	Attendance Feedback (surveys / forms, etc.
		ELAC Re-establishment	Increase family involvement	Attendance Feedback (surveys / forms, etc.

**NOTE:** At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a nonconsent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]