

The background of the slide is a light, textured grey color. It is decorated with numerous water droplets of various sizes, some appearing as simple circles and others as more complex, rounded shapes with highlights and shadows, giving them a three-dimensional appearance. The droplets are scattered across the page, with a higher concentration in the top-left and bottom-right corners.

Early Literacy School Block Grant (ELSBG)

Bel Air Elementary

Home of the Bears!



College & Career Readiness

Educational Equity

Bel Air SPSA Goals:

Goal 1:

- Provide resources and training to support full implementation of Common Core standards, utilizing strategies, technologies and research-based best practices to differentiate instruction to address the needs of all learners in a culturally responsive environment conducive to learning. This includes support, resources and Professional Learning opportunities for staff for continued implementation of Next Generation Science Standards as well as our Dual Language Program and AVID implementation.

Consistently and systematically use achievement data to analyze student progress toward learning goals in order to inform instructional decisions, and to identify learning opportunities inside and outside of the classroom

Goal 2:

- Provide training, materials, professional development and support to students, families and staff to foster a safe, positive, enriching and culturally responsive educational environment. Create and maintain a welcoming environment for all parents, families, and community members. Additionally, our goal is to ensure a safe and orderly school environment by maintaining facilities and the appearance of the school site building and grounds as well as classroom appearance and furniture to promote a positive and welcoming school environment.

Bel Air SPSA Goals:

Goal 3:

- Create and maintain a welcoming environment for all parents, families, and community members. Additionally, our goal is to keep families and community members informed of school events and activities and to share community building and information, such as responsible use of technology, through a variety of technology resources.

Goal 4: ELSBG

- Develop and implement literacy instruction and support programs particularly focused on literacy in early grades (TK – 3) ultimately resulting in improved student outcomes. With the assistance of the California Collaborative for Educational Excellence, we will involve all stakeholder groups as we engage in a literacy root cause analysis, complete a literacy needs assessment, and develop a Literacy Action Plan. All funding for this goal is provided through the Early Literacy School Block Grant and is not reflected in our SPSA. Budgeted Funds and Expenditures as well as specific goals and actions can be found in our Literacy Action Plan.

Bel Air Vision:

Our vision is to develop confident, independent learners in a safe, inclusive, and positive school environment. We are committed to building a strong foundation, embracing diversity and striving for academic excellence while welcoming and collaborating with our families and community.

Bel Air Elementary: Demographics

- 391 Students, TK - 5th Grade
- 68% Latino
- 8% African American
- 4% Asian / Filipino / Pacific Islander
- 3% White
- 13% Did not state
- 95.8% Free and Reduced Lunch
- 51% English Learner (Does not include FEP / RFEP)
- CSI, then no :-), then ATSI
- 100% Amazing!

Grant Information

Process:

Identification process

- Grant eligibility shall be determined based on the weighted average, as calculated by the State Department of Education, of the 2018 and 2019 results on the consortium summative assessment in English language arts specified in Section 60640 of the Education Code.
- Except as provided in subparagraph (E), the local educational agency shall, for each of its eligible schools, conduct a **root cause analysis and needs assessment...**
- Based on the root cause analysis and needs assessment, the local educational agency shall develop a three-year local educational agency **literacy action plan...**

Grant Information

Process:

- October 22, 2020
 - Met with Marji
 - Stephanie Roberts files official application for the grant
- November 17, 2020
 - Technical Assistance Meeting
- December 16 & January 15
 - 2-part Orientation
- January 12, 2021
 - Official Grant Award Notification!!!

Bel Air Literacy Team

Team members:

TK: Shelley Pho (Retired 6/2021)

Kinder: Brenda Duenas

1st Grade: Angie Tuatagaloa

2nd Grade: Denielle Mason*

3rd Grade: Danielle Icaay

Principal: Robert Humphrey

Reading Intervention Teacher: Jen Dye

Reading Intervention Teacher: Maria Hunt*

Instructional Coach: Joanie Cuneo

EL Support Teacher: Eric Robertson

Asst. Director, Ed Services: Dawn Edwards

Director of Elementary Support: Marji Calbeck

*Joined Team this year

Grant Information (Cont.)

- Literacy Team Formation
 - Began 9-Session Training in January 2021
 - Facilitated by SCOE, Pivot Learning, CORE (Consortium on Reaching Excellence in Education), CCEE and CDE
 - Bi-Weekly Team Meetings
- Presentations to:
 - Site Council (April and May)
 - Staff Meetings (April, twice in May)
 - Monthly standing agenda item on Staff, SSC and ILT meetings for 2021 - 2022

SMARTe Goals

Specific

Measurable

Attainable

Relevant

Time-bound

Equitable

[SMARTe Goals](#)

SMARTe Goals

Goal 1: Strictly about data collection

Goal 2: Building Capacity

- Cycles of Inquiry / Plan-Do-Study-Act

Goal 3: Increased Academic Support

- Purchasing and implementing a Supplemental / Foundational Skills support program.

Literacy Action Plan

LAP

Section 1:

Stakeholder Engagement
Root Cause Analysis
Needs Assessment

Section 2:

Action Plan Components

Literacy Action Plan (Cont.)

Section 3:

4 Categories

- Access to High-Quality Literacy Teaching
- Support for Literacy Learning
- Pupil Supports
- Family and Community Supports

Highlights:

- Literacy (duh?)
- But – hit sections of other categories
 - Culture / Climate / Equity
 - MTSS
 - Parent Engagement
 - Etc.
- AVID Infused Plan

2021 - 2022

New Assessments

Restructure / re-establish small group instruction

Constant focus / discussion around data

Open House:

- Sending leveled readers home

Buddy Classes:

- 4th / 5th with TK / K

What happens when the grant ends?

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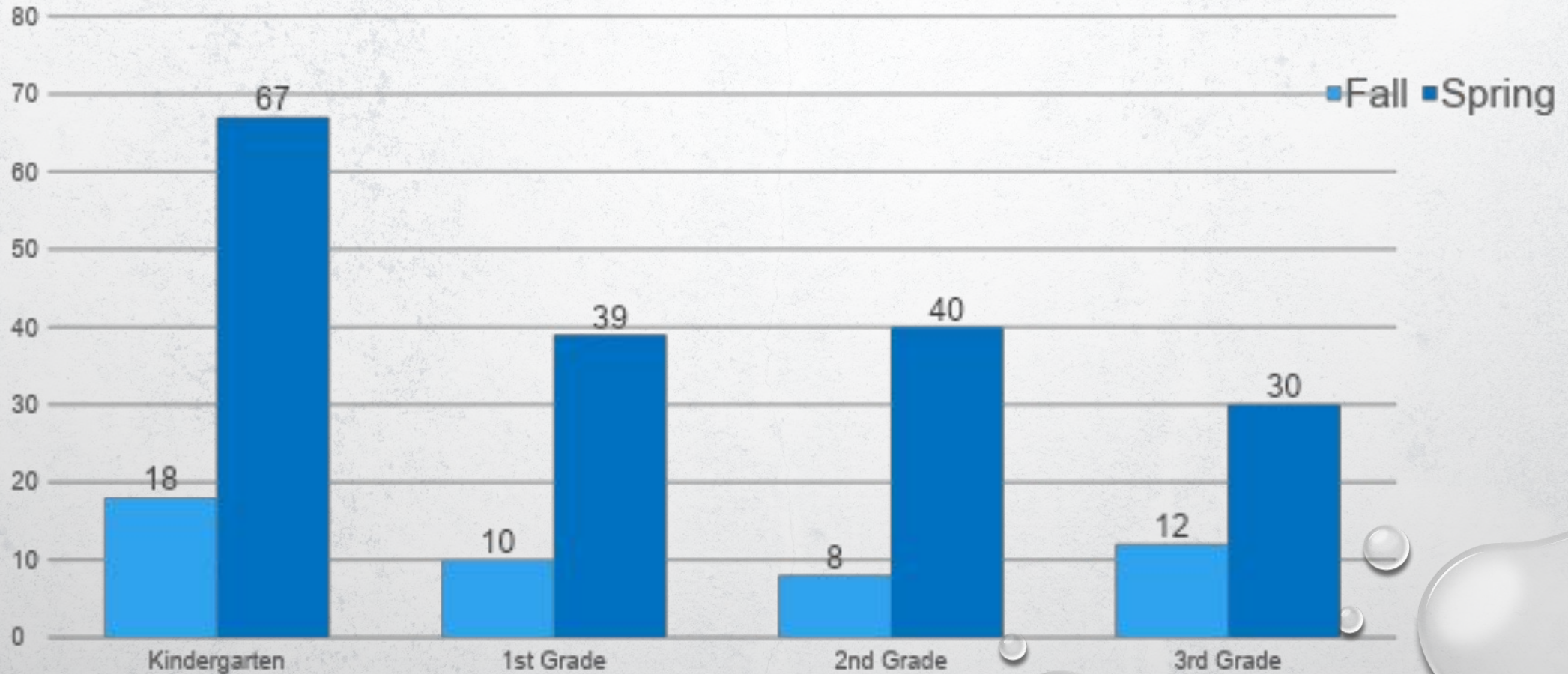
2021 - 2022

What have we accomplished?

iReady

DIBELS (Dynamic Indicators of Basic Early
Literacy Skills)

iReady Overall: On / Above Grade Level



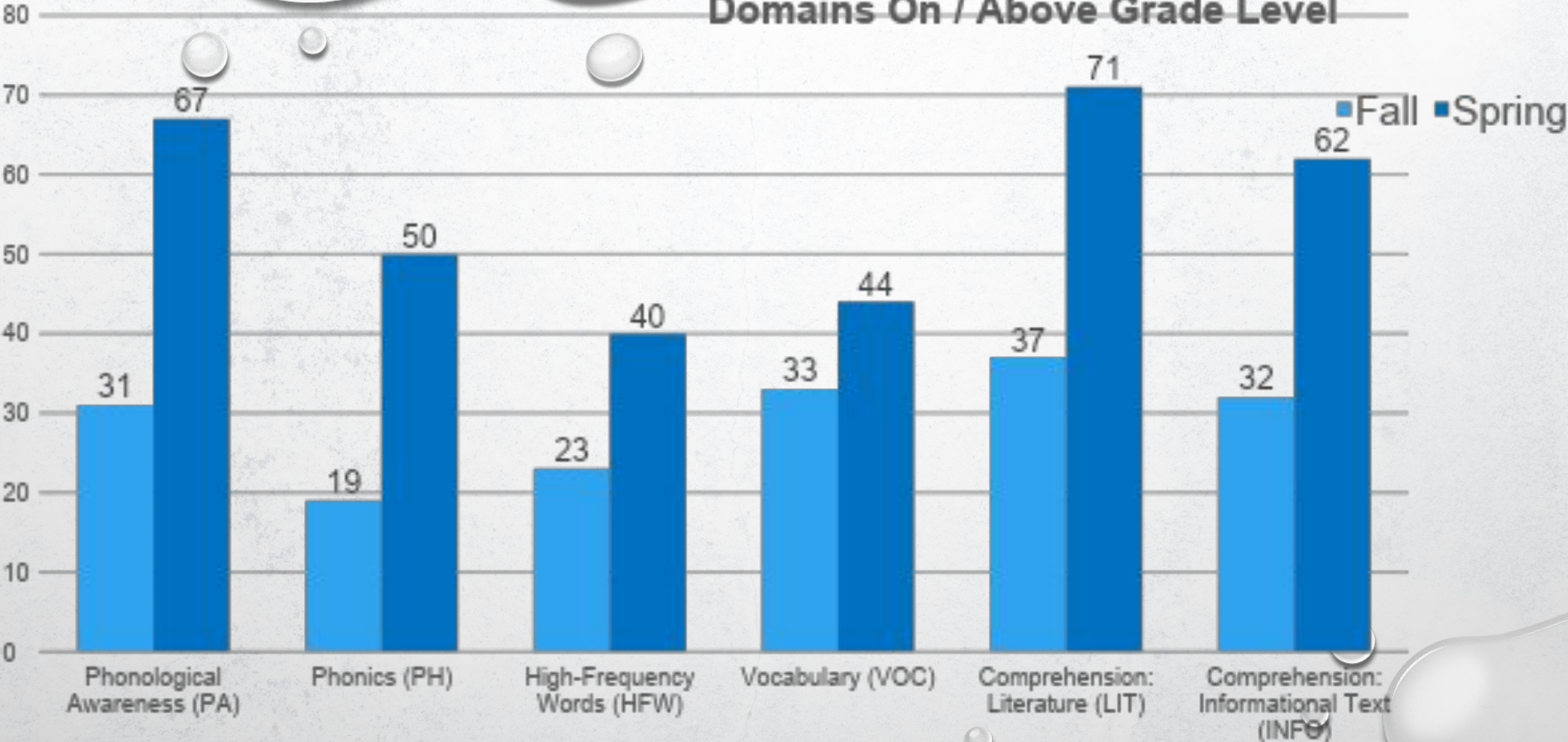
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iReady Kindergarten: Domains On / Above Grade Level



+36%

+31%

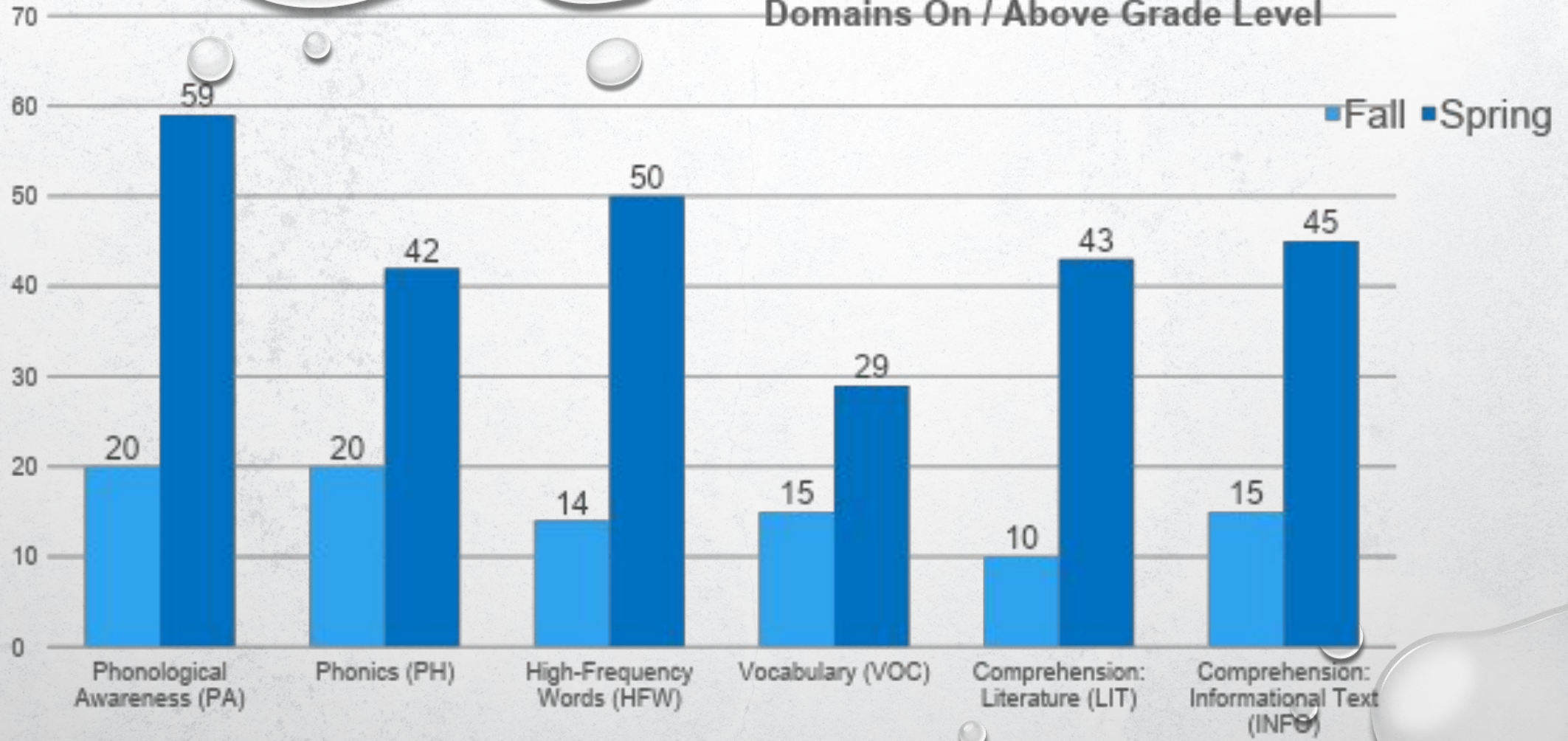
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iReady 1st Grade: Domains On / Above Grade Level



+39%

+22%

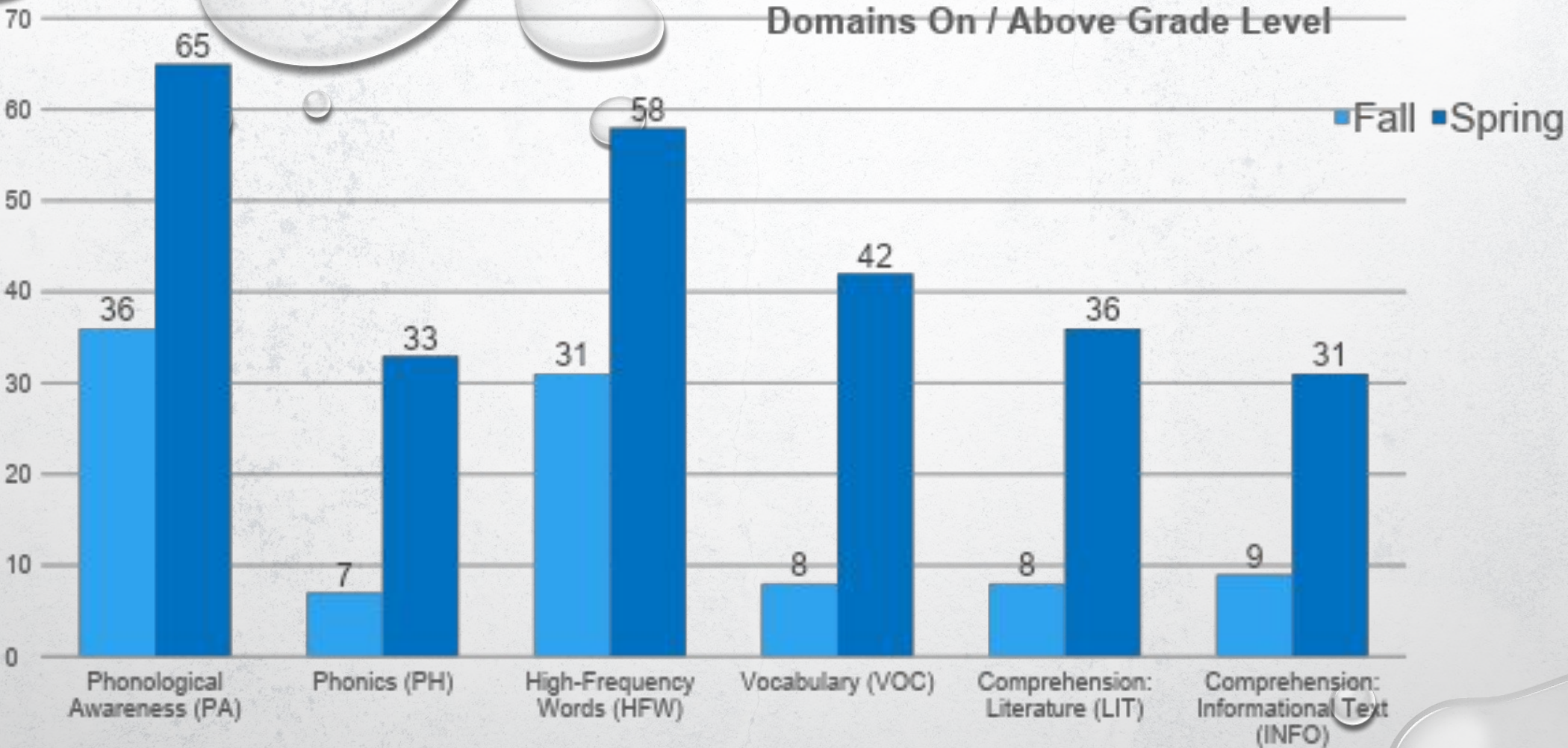
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iReady 2nd Grade: Domains On / Above Grade Level



+29%

+26%

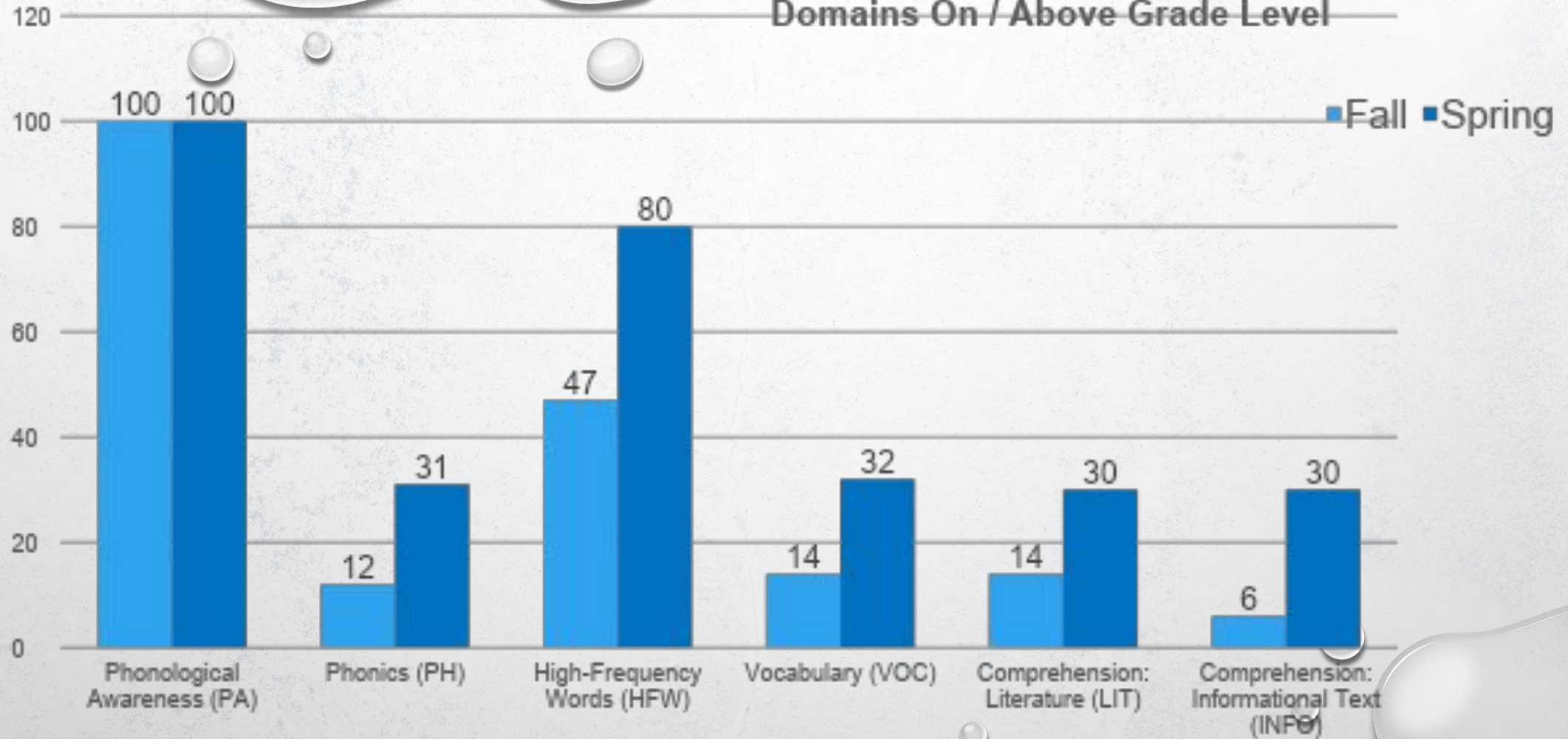
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iReady 3rd Grade: Domains On / Above Grade Level



N/A

+19%

+33%

+18%

+16%

+24%

2021 - 2022

DIBELS

- Overall, we are seeing a decrease in the percent of students that need Intensive (Pull-out) instruction
- We are strengthening our Phonics / Phonemic Awareness Program next year by implementing Foundations.
- We are making growth, which is fantastic. DIBELS gives us a more focused view of student performance which is why we are adopting Foundations.

2021 - 2022

Budget:

2021 – 2022:

- Position Control:
 - Intervention Specialist, TOSA Support
- Professional Development
 - DIBELS, iReady
- Classroom Materials and Supplies
 - Whiteboards, letters / magnets

Moving Forward / Next Steps

Site Self Evaluation

- Annual Review
- Update LAP
- Restructure budget as needed
- Position Control Adjustments
- Purchase materials and supplies (CR Focus)
 - Foundations (K – 3)
 - Just Words (4th – 5th Winter / Spring)
 - Leveled Readers (K – 3, 4th – 5th TBD)

Moving Forward / Next Steps

Budget:

2022 – 2023:

- Position Control:
 - 2 Intervention Specialist, TOSA Support, Program Specialist
- Professional Development
 - DIBELS, iReady
- Foundations / Leveled Readers
- Classroom Materials and Supplies
 - Whiteboards, letters / magnets

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Questions?

Thanks for your time!

Go Bears!!!