



MT. DIABLO

UNIFIED SCHOOL DISTRICT

Bel Air Elementary School

Early Literacy Support Block Grant (ELSBG) Annual Report

June 26, 2024

Year 3 LAP Goals

- 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
- Continue to train staff in the implementation of a supplemental foundational skills program
- Create a sustainability plan to continue the work as we exit the Grant

Year 3 Expenditures/Actions

- 0.5 FTE Program Specialist to support literacy initiatives
- 1.0 FTE Reading Intervention Teacher
- Professional Development–Foundations Training
- Materials–Foundations and Geodes
- Part-time TOSA support
- Timesheet expenses for Literacy Team data analysis meetings and SCCOE trainings to develop sustainability plan

Current 2nd Graders DIBELS Progress 2021-2024

The next slide represents the Composite DIBELS scores for all current 2nd grade students who attended Bel Air from 2021-2024.

Beginning of Year (BOY)

Middle of Year (MOY)

End of Year (EOY)

PERFORMANCE BANDS

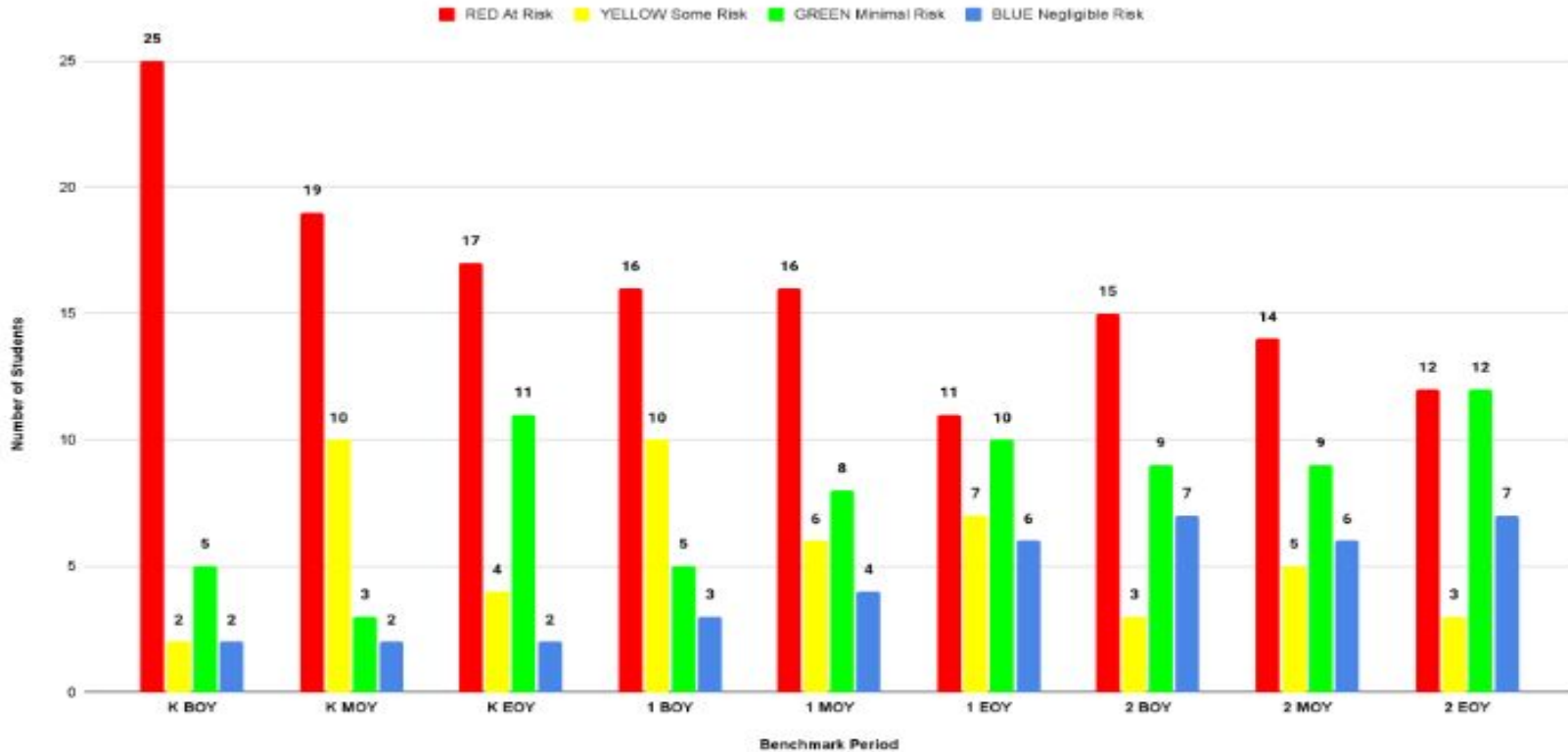
 Negligible Risk

 Minimal Risk

 Some Risk

 At Risk

Current 2nd Graders DIBELS 2021-2024



Current 3rd Graders–DIBELS Progress 2021-2024

The next slide represents the Composite DIBELS scores for all current 3rd grade students who attended Bel Air from 2021-2024.

Beginning of Year (BOY)

Middle of Year (MOY)

End of Year (EOY)

PERFORMANCE BANDS

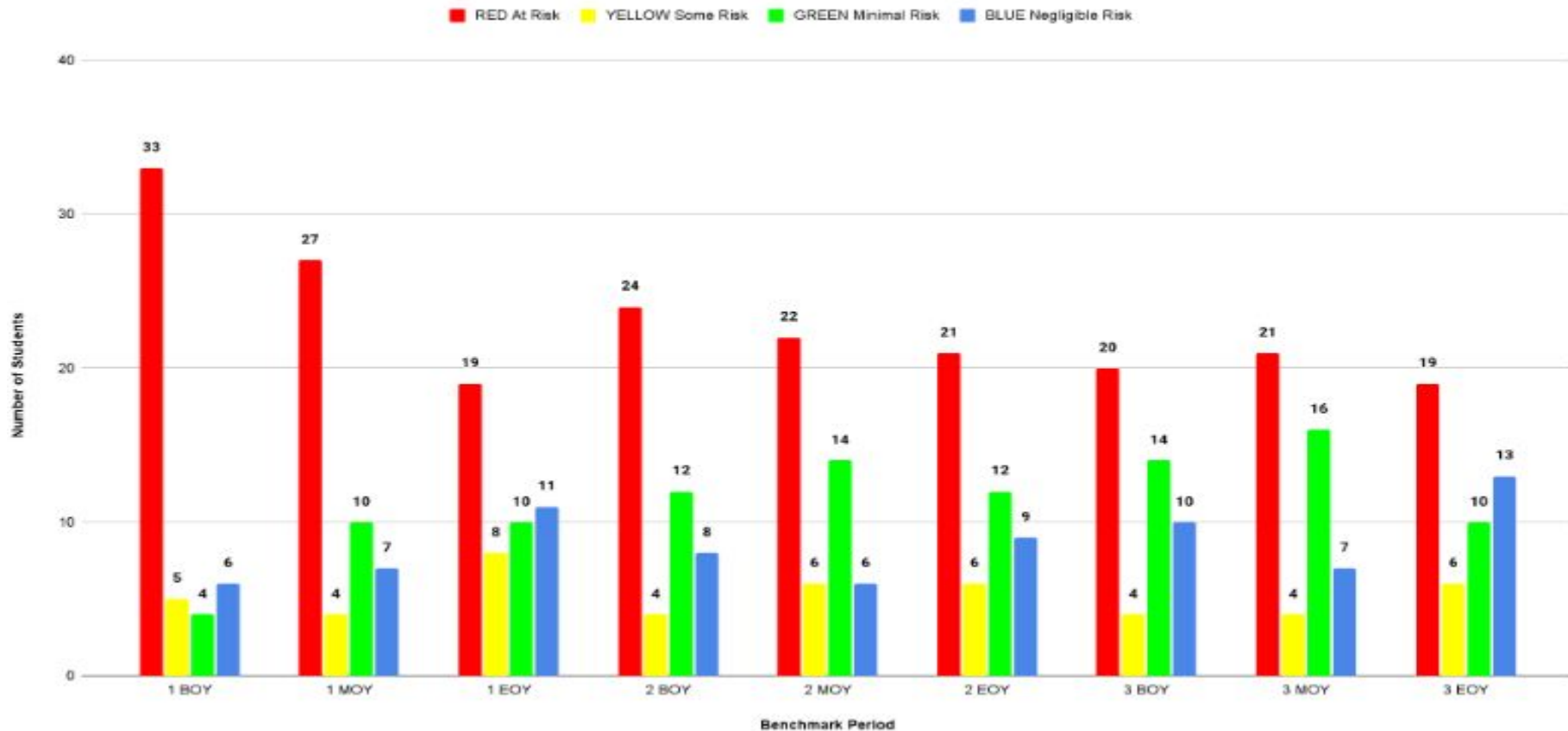
 Negligible Risk

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Current 3rd Graders DIBELS 2021-2024



Current 4th Graders Progress DIBELS 2021-2024

The next slide represents the Composite DIBELS scores for all current 4th grade students who attended Bel Air from 2021-2024. These students received 2 years of Foundations Instruction in 2nd and 3rd grades.

Beginning of Year (BOY)

Middle of Year (MOY)

End of Year (EOY)

PERFORMANCE BANDS

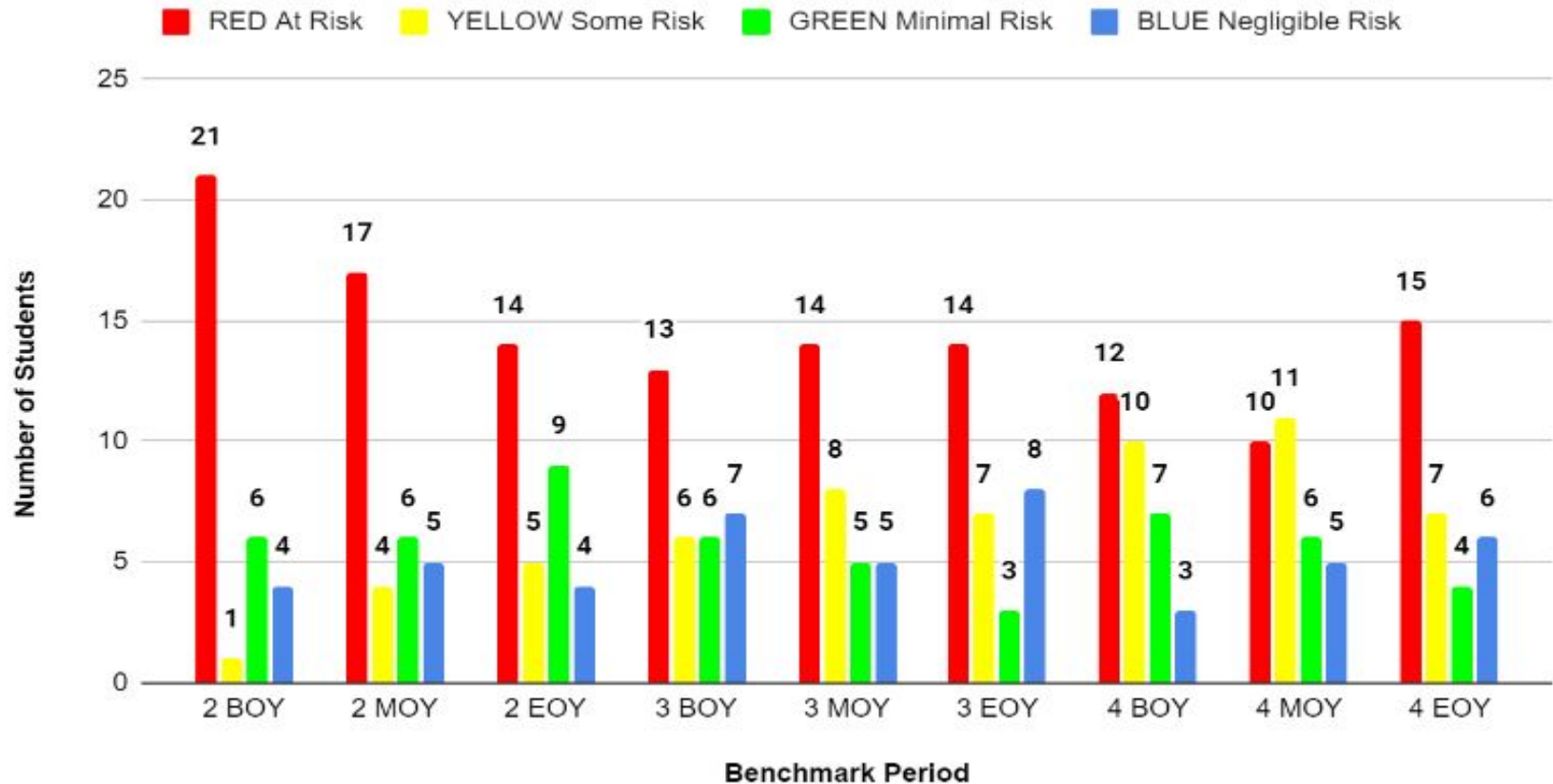
 Negligible Risk

 Minimal Risk

 Some Risk

 At Risk

Current 4th Graders DIBELS 2021-2024



Sustainability Plan 2024-25

Site Level Supports

- Increased progress monitoring via mClass
- Continued reading intervention support
- Increased family engagement with early literacy practices
- Investment in instructional materials that support literacy
(Geodes/Fundations materials)

District Level Supports

- Continued professional development in the Science of Reading
- mClass Assessment K-2
- District-wide TOSA support