

Early Literacy Support Block Grant Annual Report

Implementation Year 3: 2023-24

Local Educational Agency Name: [Calexico Unified School District](#)

Program Lead: Brisa Huerta Price

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Eligible Participating School(s):

1. Rockwood Elementary	6. Select to enter text.
2. Select to enter text.	7. Select to enter text.
3. Select to enter text.	8. Select to enter text.
4. Select to enter text.	9. Select to enter text.
5. Select to enter text.	10. Select to enter text.

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

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:

- ☒ The school site council at each eligible school

List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: Rockwood Elementary 10/25/23, 5/30/24

- ☒ The governing board or body of the LEA

Provide the date of the governing board meeting: June 27, 2024

- ☒ Publicly posted on the LEA's website, which may be found at the following URL:

Provide URL here: Select to enter text.

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:

- ☒ **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: Rockwood Elementary

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

Please enter relevant school sites: Rockwood 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: Rockwood Elementary

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☒ 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: Rockwood Elementary

Comments (optional): Select to enter text.

☒ **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: Rockwood 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: Rockwood Elementary

Comments (optional): Select to enter text.

☐ **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: Rockwood Elementary

☐ Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Please enter relevant school sites: Rockwood 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: Rockwood Elementary

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

Please enter relevant school sites: Rockwood Elementary

☐ Expanded access to the school library.

Please enter relevant school sites: Rockwood Elementary

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Comments (optional): Select to enter text.

☐ **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: Rockwood Elementary

☐ Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Rockwood Elementary

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

Please enter relevant school sites: Rockwood Elementary

☐ Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

Please enter relevant school sites: Rockwood Elementary

☐ 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: Rockwood Elementary

Comments (optional): Category 3 and 4 were addressed with other funds, not ELSB.

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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 did the LEA provide to eligible participating school sites in Year 3 of implementation?

Rockwood hired a Literacy Resource Teacher in August 2022 with a Reading and Literature Added Authorization Credential who became the Literacy Coach / Reading Specialist (LCRS) on May 11, 2023 (when the CUSD School Board approved the change). The LCRS Academic Support Teacher (AST) provided continuous support to all prekindergarten to third-grade teachers via lesson demonstrations, observations, constructive feedback, lesson study, reflective discussions, and data collection and analysis. The Imperial County Office of Education (ICOE) Curriculum Department was hired to provide EL Roadmap training sessions during the 2022-2023 school year, which included culturally responsive strategies and techniques, to all staff teaching kindergarten through third grades, the Teacher on Special Assignment (TOSA) faculty members, special education teachers assigned to primary grades Special Day Class (SDC), and the site administrator. In 2023-2024, all trained personnel applied culturally responsive strategies and techniques in the classroom and participated in constructive peer observations and reflective discussions during Lesson Study sessions throughout the school year. The site administrator, the teaching faculty of kindergarten through third grades, TOSA staff, special education SDC teachers, and support staff such as instructional assistants received professional development in the evidence-based program Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and ongoing support from Collaborative Classroom Educational Partners representative during the 2022-2023 school year. However, additional “refresher” training sessions and/or ongoing support in the SIPPS program were provided by the LCRS and Academic Support Teacher (AST) during the 2023-2024 school year. Continuous data collection occurs with SIPPS’s Placement Tests (PT) every August and Mastery Tests (MT) every 5 – 10 lessons thereafter. As previously mentioned, ICOE’s Curriculum Department was hired to provide EL Roadmap training sessions during the 2022-2023 school year. During the 2023-2024 school year, kindergarten through third-grade teachers received additional English language professional development concerning the need, effectiveness, and instructional strategies of Integrated English Language Development (I-ELD). The trainings were led by the site LCRS, who then facilitated multiple Lesson Study sessions with all primary grade level teams throughout the school year. Data collection occurred three times a year using TELL and Checking For Understanding (CFU) diagnostic informal assessments that took place in class at the teachers’ discretion for instructional and improvement purposes.

2. How have the supports impacted the goals noted in the school sites’ Literacy Action Plan(s)?

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Rockwood now has ZERO non-readers and non-decoders in first through third grades.

All students participating in SIPPS have shown statistically significant progress revealed by the program's Mastery Test data.

The 2023-2024 second-grade students outperformed the previous second-grade students from the 2022-2023 school year in SIPPS by a difference of almost 25%, according to the current PT and MT data, partly due to their participation in SIPPS in first grade.

** excluding students with IEPs, SSTs on file, in the SARB process, and 2023-2024 retainees*

All third-grade teachers finished or were shy of a few lessons to complete the entire Extension Level of SIPPS, meaning that next school year, students will most likely not need SIPPS Plus but instead place in the SIPPS Challenge Level.

In August 2023, a group of third graders placed in the Challenge Level of SIPPS. In May 2024, two second-grade intervention groups reached the Challenge Level. That is indicative of great progress in comparison to the 2022-2023 school year, in which only 14 students placed at Challenge.

Students in SIPPS intervention groups in third grade are passing MTs with an average of 85% (except for one intervention group that averaged 70%).

Students in SIPPS intervention groups in second grade are passing MTs with an average of 83%.

Students in SIPPS intervention groups in first grade are passing MTs with an average of 91%.

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

During the 2024-2025 school year and thereafter, all primary classroom teachers will continue to implement Heggerty, SIPPS, Language for Learning, EL Roadmap principles (including culturally responsive teaching strategies and classroom practices), and integrated ELD. The site LCRS will continue to work with primary teaching teams, monitor program implementation, and continue her data collection and analysis duties. In addition, the LCRS will work collaboratively with other site LCRS teachers to develop research-based professional development in the following areas: foundational reading skills, vocabulary acquisition, reading comprehension strategies, and I-ELD. Each LCRS will be responsible for providing those training sessions to their site colleagues. The LCRS will provide intensive prescriptive intervention services to the lowest students per grade level for at least 40 minutes four times a week using research-based systematic programs and evidence-proven strategies.

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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?

Rockwood has learned a great deal as a result of the ELSB grant work, such as but not limited to: 1. It is imperative that all primary teachers are well informed of current research findings and best practices, which is why all grant-participating teachers developed their knowledge base and built additional capacity with OERA, also known as the Science of Reading. 2. A district may adopt a suitable or satisfactory core curriculum, but educators must realize that those programs are designed for students who are reading “at grade level” and if students are not there yet, then measures must be taken to ensure they are well on their way using research-based intervention program(s) that have been proven effective for struggling readers or non-readers. 3. The teaching faculty of a school must work together like a well-oiled machine, meaning that the school must plan purposefully, execute the plan systematically and synergistically, and perform regular data collection and analysis for continuous improvement. In the words of Edward Deming, “Each system is perfectly designed to get the results that it does.”

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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: Rockwood Elementary

1. What are the “big picture” goals stated in the Literacy Action Plan? These can be located in Section 2: Literacy Action Plan Components.

Goal 1: We will improve in our knowledge and skill while implementing an explicit, systematic, foundational skills program with fidelity to address TIER 1 Literacy Instruction in grades TK-3. Goal 2: Site will improve TK-3 students’ language development skills by creating system changes around Principle 1, Assets-Oriented and Needs Responsive School, and Principle 2, Intellectual Quality of Instruction and Meaningful Access, of the EL Roadmap to address TK-3 learning environments conducive for learning for ELs.

2. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?

During the 23.24 school year, teachers continued to use SIPPS during RTI in all TK-Third grade classrooms. Teachers had a total of three student groups that participated in this program. RD’s LRT (Literacy Resource Teacher) continued to support teachers during the year by scheduling walk ins and organizing lesson studies with participating grade levels three times during the school year. Instructional Assistants and AmeriCorps members were hired and trained on SIPPS so that they could support students in small groups or one-on-one. Students were assessed throughout the year and the results were used to determine additional support needed for students or who could exit the SIPPS program. Professional development for SRA to address goal 2 was provided at the beginning of the school year. SIPPS will continue to be used during RTI; RD’s coaches will be responsible for providing teachers with coaching and support throughout the year.

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

We are using I Ready Reading and SIPPS progress monitoring assessments to measure student progress during the school year.

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	I Ready Reading	47%

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First Grade	I Ready Reading	23%
Second Grade	I Ready Reading	18%
Third Grade	I Ready Reading	20%

4. 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.

Grade K	Most Recent		19%	28%	53%	0%	0%	64/76
	Window #1		2%	5%	94%	0%	0%	
Grade 1	Most Recent		15%	8%	50%	27%	0%	74/77
	Window #1		1%	3%	41%	55%	0%	
Grade 2	Most Recent		10%	8%	34%	48%	0%	71/80
	Window #1		0%	3%	21%	76%	0%	
Grade 3	Most Recent		7%	13%	13%	29%	39%	72/73
	Window #1		1%	8%	11%	15%	64%	

SBAC ELA Test Scores

ELA	2021-22	2022-23		Difference
Assessment Grade	At or Above	At or Above		
3	6.75%	16%		9.25%
4	14.87%	15%		0.13%
5	10.53%	18%		7.47%
6	16.32%	16%		-0.32%

Our data for the 23.24 school year shows improvement in the area of reading for students in kinder through third grade. When reviewing a comparison from the BOY to the EOY, the number of students meeting the standards grew in each grade level, and the number of students that were two or three years below grade level was significantly reduced. Students continue to struggle in the area of reading, but we know that growth and mastery take time. We look forward to seeing how the third graders next year will perform on ELPAC and CAASPP. These are the students that have benefited from three years of reading

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intervention during the school day. The Rockwood Elementary school staff is vested in this important work. Our goal is to have our students meet or exceed the standards when they take the SBAC for the first time in third grade.

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

Students are receiving the phonics/phonemic awareness instruction that was sorely needed. Teachers have also received the necessary training to determine the lessons and interventions students may need to be successful readers by third grade. Due to the Science of Reading training, LTRS, and professional development on phonics and phonemic awareness, teachers now have tools that they can use in the classroom to address student reading needs.

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

As a site, we know the importance of focusing on phonics and phonemic awareness instruction in grades TK-3. SIPPS and SRA Language for Learning are programs that will be used during RTI and ELD. Lit coaches will continue to provide support and professional development to teachers when needed. Rockwood leadership will schedule classroom visits to make sure both programs are being used with fidelity. Teachers will continue to get planning time with their grade level peers to create or refine existing tier 1 lessons with increased rigor. Teachers will continue to receive PD on the programs we are implementing (Heggerty/SIPPS) to make sure they are being used with fidelity. We will continue to use our IA's and AmeriCorps Aides to support students with letters, high frequency words, and fluency. Lastly, we will continue to closely monitor student progress to provide students with the supports or interventions needed.

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