

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name:

Community Collaborative Charter School

Program Lead: Angee Phraxayavong-Briones

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Eligible Participating School(s):

1. Community Collaborative Charter School	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.): 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 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

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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** of the school site council meetings where the annual ELSB report was provided: Select to enter text.)

Community Collaborative Charter School - 10/26/23

Community Collaborative Charter School - 01/26/23

Community Collaborative Charter School - 01/30/23

Community Collaborative Charter School - 02/13/23

Community Collaborative Charter School - 03/13/23

Community Collaborative Charter School - 05/01/23

- The governing board or body of the LEA: GCC Board, LEA - Director Jon Campbell, Campus Principal Angee Phraxayavong-Briones
- Board meeting: Approved: June 20th, 2022
- Publicly posted on the LEA's website, which may be found at the following URL: (Provide URL here: <https://www.cccs-sacramento.org/>)

Section II: How ELSB Funds Were Spent in Year Two

Directions: Please use the checkboxes 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: Community Collaborative Charter School - Early Literacy Coach

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

Please enter relevant school sites: Community Collaborative Charter School

- 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: Community Collaborative Charter School

- 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: Community Collaborative Charter School

Our Early Literacy Coach has engaged in collaborative efforts with teachers in grades TK-3 to facilitate the implementation of the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program. Together, the teachers and coach regularly analyzed data derived from mastery tests, which assess foundational reading skills. Based on this analysis, they made necessary adjustments to their instructional approaches, aiming to address the specific literacy needs of the students.

During Professional Development sessions, teachers closely collaborated with the coach to deconstruct the Common Core State Standards (CCSS) pertaining to literacy. Additionally, they created benchmark assessments aligned with these standards and developed a comprehensive yearly instructional plan that integrates the Next Generation Science Standards (NGSS) and California History standards with the literacy standards. Furthermore, the team formulated Project-Based Learning instruction tailored to each instructional cycle.

As a result of these endeavors, our curriculum has become more culturally responsive, taking into account the diverse backgrounds and experiences of our students. Moreover, it offers various modalities to cater to the needs of all learners, ultimately fostering their achievement and success in literacy.

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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 the effective use of these materials.

Please enter relevant school sites: Community Collaborative Charter School

- 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:

Comments (optional): Purchased novels that promote diversity and representation in literature with various reading levels.

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: Community Collaborative Charter School

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

Please enter relevant school sites:

- 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: Community Collaborative Charter School

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

Please enter relevant school sites: Community Collaborative Charter School

- Expanded access to the school library.

Comments (optional): We purchased Culturally Responsive Novels for every classroom to promote and include diversity and representation in literature. We attended Positive Behavior Interventions and Supports (PBIS) year one training and began to implement PBIS strategies, including monthly student celebrations. This helped to improve school climate and reduce exclusionary disciplinary practices. We adopted PBOB, a reading competition to improve pupil connectedness in the area of literacy. Hosting summer school that provides targeted reading instruction to fill gaps in literacy standards.

- Category 4.** Family and community support, including which of the following:

- Development of trauma-informed practices and support for pupils and families.

Please enter relevant school sites: Community Collaborative Charter School

- Provision of mental health resources to support pupil learning.

Please enter relevant school sites: Community Collaborative Charter School

- Strategies to implement multi-tiered systems of support and the response to intervention approach.

Please enter relevant school sites: Community Collaborative Charter School

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

Please enter relevant school sites: Community Collaborative Charter School

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- 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: Community Collaborative Charter School

Comments (optional): Our school Social Worker provides resources for families to learn about trauma-informed practices and ways to get support in their community. She also provides mental health resources and support for students on-campus, and ways to access services when off campus. Our school has adopted PBIS (Positive Behavioral Interventions and Supports) to implement multi-tiered systems of support and the response to intervention approach. We just completed year 1 of our training and will be entering year 2, next school year. Finally, all of our staff went through five sessions of behavior and social-emotional learning professional development to elevate our school's conditions for learning.

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Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible for participating school sites should complete this section.

1. What supports have the LEA provided to eligible participating school sites?
Coaching from Executive Director, Guidance and support from the Early Literacy Coach, support of purchasing curriculum orders, attending Coaches and Admin Network meetings, leading Professional Development around literacy, and protected collaboration time.
2. How have the supports impacted the goals noted in the school sites' Literacy Action Plan?
Coaching has provided time for the analysis of data around literacy and improved instructional practices. Teachers are able to request curriculum orders to improve literacy in their classrooms. Attending coaching meetings provides updates to early literacy instruction and collaboration time. Professional development provided an analysis of literacy standards to foundational building blocks that guided more targeted, intentional instruction planning and curriculum development.
3. What changes in support are needed as the school sites enter year three of the grant, if any?
Training and targeted professional development for teachers. Alternative fluency assessments in addition to DIBELS, exploration of reading curriculum outside of Wonders. Tracking of assessment data. Increase of family engagement and how to support literacy standards for students and families at home.

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Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions. Please copy and paste the questions for LEAs with more than three school sites.

Eligible Participating School #1: Community Collaborative Charter School

1. The “big picture” goals are stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Focus of improvement centered on TK/K–3 literacy instruction

- Provide explicit, systematic phonics instruction (Tier I).
 - Systematically use data-based decision-making to drive instruction and interventions
 - Provide explicit, systematic tier two and three phonics intervention.
2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.
 - TK-3 whole class SIPPS implementation and instruction
 - Leveled rotation groups
 - By September 2021, provide comprehensive Wonders training (with an emphasis on phonics and phonemic awareness) with follow-up coaching and professional learning with coach, as a supplement to Wonders grade level ELA.
 - By June 2022, we will improve our delivery of tier-one phonics instruction by teaching all Wonders units with fidelity, as measured by each teacher’s weekly and yearly planning and pacing.
 - By August 2021, the early literacy coach will train teachers to administer iReady and DIBELS assessments and to use the data to make instructional decisions.
 - By June 2022, we will improve in administering assessments and student data analysis by following an RTI assessment calendar with fidelity in eight-week cycles of inquiry as measured by iReady, DIBELS records, and student work analysis. We will use this data to determine student groups and learning targets for tier two and three interventions.
 - By September 2021, purchase, implement, and provide follow-up coaching for SIPPS to provide tier 3 reading intervention.
 - By June 2022, we will improve in reading intervention, starting with a focus on phonics and adjusting our focus at the end of each cycle of inquiry, by implementing a Response to Intervention (RTI) school-wide schedule and system with fidelity as measured by implementing and sustaining a reading RTI master schedule and completion of four, eight week cycles of inquiry.

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3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)
 - iReady Reading Diagnostics
 - Wonders training invoice
 - Lesson plans
 - Pacing Guides
 - Assessment Calendar
 - DIBELS data

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.
 - TK/Kindergarten
 - Diagnostic 1: 0% Mid or Above Grade Level, 13% Proficient, 33% One Grade Level Below, 0% Two Grade Level Below, 0% Three or More Grade Level Below
 - Diagnostic 3: 0% Mid or Above Grade Level, 50% Proficient, 50% One Grade Level Below, 0% Two Grade Level Below, 0% Three or More Grade Level Below
 - 1st Grade:
 - Diagnostic 1: 0% Mid or Above Grade Level, 8% Proficient, 54% One Grade Level Below, 38% Two Grade Level Below, 0% Three or More Grade Level Below
 - Diagnostic 3: 8% Mid or Above Grade Level, 23% Proficient, 54% One Grade Level Below, 15% Two Grade Level Below, 0% Three or More Grade Level Below
 - 2nd Grade:
 - Diagnostic 1: 0% Mid or Above Grade Level, 0% Proficient, 36% One Grade Level Below, 64% Two Grade Level Below, 0% Three or More Grade Level Below
 - Diagnostic 3: 9% Mid or Above Grade Level, 9% Proficient, 55% One Grade Level Below, 27% Two Grade Level Below, 0% Three or More Grade Level Below
 - 3rd Grade:
 - Diagnostic 1: 0% Mid or Above Grade Level, 8% Proficient, 8% One Grade Level Below, 50% Two Grade Level Below, 33% Three or More Grade Levels Below
 - Diagnostic 3: 0% Mid or Above Grade Level, 58% Proficient, 17% One Grade Level Below, 8% Two Grade Level Belows, 17% Three or More Grade Levels Below

5. What changes are needed, if any, as the school site enters into year three?

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Using DIBELS as a metric of assessment for fluency. Through analysis of our student data and comparison of students across the country, we determined a lack of consistency in the scoring, results, and no progression for support. Our team will also be looking into other literacy and assessment programs. In addition, we'd like to increase our engagement with families on how they can support their readers at home.

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Eligible Participating School #2: Not Applicable. CCCS is a Single-school LEA.

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Select to enter text.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Select to enter text.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

Select to enter text.

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

Select to enter text.

5. What changes are needed, if any, as the school site enters into year three?

Select to enter text.

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Eligible Participating School #3: Not Applicable. CCCS is a Single-school LEA

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Select to enter text.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Select to enter text.

3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

Select to enter text.

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

Select to enter text.

5. What changes are needed, if any, as the school site enters into year three?

Select to enter text.