

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

**Local Educational Agency Name:** Community Collaborative Charter School

**Program Lead:** Angee Phraxayavong-Briones/Dr. Heather Gold

**Email/Phone:** Angee.Briones@gcccharters.org 916-286-5158

**Fiscal Lead:** Valori Rogers **Email/Phone:** Valori.Rogers@gcccharters.org

### **Eligible Participating School(s):**

1. <i>Community Collaborative Charter School TK-8</i>	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.):

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 a 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. During the

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](mailto:ELSBGrant@cde.ca.gov) by July 31, 2024.

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

### **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:

Community Collaborative Charter School - 10/03/23  
Community Collaborative Charter School - 11/13/23  
Community Collaborative Charter School - 01/17/24  
Community Collaborative Charter School - 02/27/24  
Community Collaborative Charter School - 04/11/24  
Community Collaborative Charter School - 05/23/24

- The governing board or body of the LEA
  - GCC Board
    - Board meeting: Approved: June 11th, 2024
  - GCC Board, LEA - Executive Director - Dr. Heather Gold
  - Director of CCCS Jon Campbell
  - Campus Principal Angee Phraxayavong-Briones
- Publicly posted on the LEA's website, which may be found on the the following URL:
  - Provide URL here: <https://www.cccs-sacramento.org/>

### **Section II: How ELSB Funds Were Spent in Year Three**

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, an ELD teacher to support English learner programs.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

Please enter relevant school sites: Community Collaborative Charter School - Early Literacy Coach

- Development of strategies to provide culturally responsive curriculum and instruction.
  - 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.
  - 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.
  - Conducted Cycles of Instruction to pre/post/monitor student reading progress
  - Assessed data in PLCs and team meetings and adjusted instruction based on the data

Comments (optional):

Our Early Literacy Coach worked with teachers to continue the implementation of the SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program to collect and analyze data. During Friday PLCs, the teachers and coach used mastery tests, which assess foundational reading skills. Based on this analysis, teachers made adjustments to their instructional approaches. The teacher team and coach used the data to create WIN (What I Need) groups for blocks of time for more intensive skills instruction.

Teachers closely collaborated with the coach to deconstruct the literacy Common Core State Standards (CCSS). 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. Each cycle had a pre- and post-assessment to analyze growth, and formative assessments to track progress and the success or growth of instructional practices.

As a result, our teachers have used the adopted curriculum to implement more culturally responsive instruction, 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.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

- ~~Category 2: Support for literacy learning, including which of the following:~~
  - Purchase of literacy curriculum resources, instructional materials, diagnostic assessments, and training aligned with the English language Arts content standards and the curriculum framework for English language arts (American Reading Company's Independent Reading Level Assessment® (IRLA®), Heggarty, The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling))

Comments (optional):

Purchased classroom libraries and reading toolkits that promote diversity and representation in literature with various reading levels.

- ~~Category 3: Pupil supports, including which of the following:~~

Expanded learning programs, after-school programs, and summer school to improve pupils' access to 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.

Implemented strategies of research-based social-emotional learning approaches, including restorative justice.

Expanded access to books with classroom libraries

Comments (optional): We purchased Culturally Responsive, leveled books (classroom libraries) for every classroom to promote and include diversity and representation in literature. We expanded PBOB, a reading competition to improve pupil connectedness in the area of literacy, to K-3rd grade. This was a huge success and a hit with our students. In addition, we hosted summer school that provided targeted reading instruction to fill gaps in the literacy standards. For restorative justice practices, we attended Positive Behavior Interventions and Supports (PBIS) year two training and continued the implementation of PBIS strategies, including monthly student celebrations. This helped to improve the school climate and reduce exclusionary disciplinary practices.

- Category 4. Family and community support, including which of the following:
  - Development of trauma-informed practices and support for pupils and families.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

- Provision of mental health resources to support pupil learning.
  
- Strategies to implement multi-tiered systems of support and the response to intervention approach.
  - Cycles of Instruction with data tracking of pre and post-assessments
  - Used data to adjust instruction and intervention blocks
  - PLC for data analysis
  
- Development of literacy training and education for parents to help develop a supportive literacy environment in the home.
  - SIPPS training for staff
  - Heggarty training for staff
  
- Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.
  - Phoenix Battle of the Books Schoolwide
  - Reading Buddies

Comments (optional): Our school Social Worker continues to provide resources for families to learn about trauma-informed practices and ways to get support in their community. She also provides mental health resources, support for students on campus, and ways to access services off campus. Our school has continued implementing the PBIS model to provide multi-tiered systems of support and the response to intervention approach. We just completed year 2 of our training. 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.

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

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

CCCS received coaching from the Executive Director, guidance and support from the Early Literacy Coach, support in purchasing curriculum orders, attending Coaches and Admin Network meetings, leading Professional Development in literacy and MTSS, and protected collaboration time.

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

Coaching has provided time for the analysis of data around literacy and improved instructional practices. Teachers can 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. In what ways will the LEA continue to support and sustain the work begun through the ELSB grant program?

To support and sustain the work initiated through the ELSB grant program, CCCS will continue to prioritize and mandate targeted foundational reading instruction for grades TK-3. We will keep using the curriculum purchased and best practices for our implementation. Although our instructional coach was promoted to assistant principal, she will continue to attend instructional coaches' meetings to stay current with best practices. The LEA is also supporting CCCS with MTSS academic and behavior implementation, providing SIPPS professional learning opportunities, and the Executive Director will be offering LETRS training to our staff. Additionally, we will conduct consistent data analysis through PLCs and Cycles of Instruction, providing feedback and follow-up on accountability.

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?

Through the ELSB grant work, the LEA has garnered invaluable insights that are instrumental for the ongoing and future support of all school sites. We have reaffirmed the vital importance of literacy within our educational framework,

## **Early Literacy Support Block Grant Annual Report**

### **Implementation Year 3: 2023-24**

highlighting the critical need for robust Tier 1 instruction. This foundational reading instruction is essential for nurturing proficient readers and supports inclusivity by benefiting students in both general education and special populations.

Furthermore, our experiences have underscored that while strong Tier 1 instruction is irreplaceable, it must be complemented by effective Tier II and Tier III interventions. These additional tiers are crucial for addressing the diverse needs of our students, providing targeted support for those requiring more intensive assistance, and offering advanced opportunities for those who are ready to take on more challenging material.

Additionally, the ELSB grant work has reinforced the importance of assessment and the strategic use of data in our educational practices. By consistently leveraging data to inform our decisions, we ensure that our interventions are not only timely but also meticulously tailored to meet the evolving needs of our scholars. Education at CCCS is recognized as a dynamic, continuous journey of reflection, refinement, and adjustment. This iterative process is a testament to our commitment to excellence and our adaptive strategies to optimally support the academic and personal growth of all students.

# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

### 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: Select to enter text.

1. What are the “big picture” goals stated in the Literacy Action Plan? These 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. What are the actions the LEA and school site have taken to progress toward those goals in Year 3 of the grant?
    - Continuing TK-3 whole class SIPPS implementation and instruction
    - Leveled rotation groups in WIN blocks (What I need - tier 2)
    - Used ELSB funds to purchase literacy and assessment programs: IRLA (Independent Reading Level Assessment) and Heggerty Phonemic Awareness program
    - The early literacy coach trained teachers to administer iReady and DIBELS or other fluency assessments and use the data to make instructional decisions.
    - By September 2023, provide comprehensive Wonders training (with an emphasis on phonics and phonemic awareness) with follow-up coaching and professional learning with the coach, as a supplement to Wonders grade-level ELA.
    - By September 2023, continue implementing and providing follow-up coaching for SIPPS to provide tier 3 reading intervention.
    - By June 2024, 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 June 2024, 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 June 2024, we will continue implementing the 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)



# Early Literacy Support Block Grant Annual Report

## Implementation Year 3: 2023-24

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.

3. What are the metrics the LEA and school site are using to measure progress on growth (student data) and/or actions (implementation)?
- iReady Reading Diagnostics
  - Unit Plans with essential standards and structured lesson plans
    - Pre- and Post-Assessments
  - Pacing Guides
  - Assessment Calendar

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	iReady Reading Diagnostic	64%
First Grade	iReady Reading Diagnostic	30%
Second Grade	iReady Reading Diagnostic	37%
Third Grade	iReady Reading Diagnostic	60%

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.

For our School Learning Plan and area of focus, we wanted 100% of our students to grow in at least one grade level or more in iReady reading. Below are the results from iReady Diagnostic 1 (Taken in August 2023 unless enrolled mid-year) to Diagnostic 3 (Taken in May 2024). Some of the strengths that we noticed were that many of our scholars in our lower grades, particularly in kindergarten and first grade were either learning how to read or newcomers to the United States and had little to no English speaking or reading proficiency. By the end of the year in Diagnostic 3, 90% of kindergarteners were at least close to being at grade level. For first grade, 53% percent were close to grade level. This supports the work we have been doing in building foundational reading skills in our early grades by utilizing the intervention curriculum and also the data to inform our instruction.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

#### **Kindergarten**

Diagnostic 1: 0% Mid or Above Grade Level, 0% Proficient, 90% One Grade Level Below, 0% Two Grade Level Below, 0% Three or More Grade Level Below

Diagnostic 3: 30% Mid or Above Grade Level, 40% Proficient, 30% 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, 0% Proficient, 53% One Grade Level Below, 47% Two Grade Level Below, 0% Three or More Grade Level Below

Diagnostic 3: 12% Mid or Above Grade Level, 18% Proficient, 65% One Grade Level Below, 6% Two Grade Level Below, 0% Three or More Grade Level Below

#### **2nd Grade:**

Diagnostic 1: 6% Mid or Above Grade Level, 13% Proficient, 25% One Grade Level Below, 56% Two Grade Level Below, 0% Three or More Grade Level Below

Diagnostic 3: 31% Mid or Above Grade Level, 13% Proficient, 519% One Grade Level Below, 38% Two Grade Level Below, 0% Three or More Grade Level Below

#### **3rd Grade:**

Diagnostic 1: 0% Mid or Above Grade Level, 19% Proficient, 13% One Grade Level Below, 19% Two Grade Level Below, 50% Three or More Grade Levels Below

Diagnostic 3: 25% Mid or Above Grade Level, 44% Proficient, 6% One Grade Level Below, 6% Two Grade Level Below, 19% Three or More Grade Levels Below

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

The most notable change has been teacher buy-in to SIPPs, the student success rate of reading foundations, and collaboration about literacy foundation work, and assessments. Our preliminary CAASPP data shows that students in grade 3 (those who have received targeted instruction from 2 out of the 3 years of the ELSB grant) who state-tested for the first time made positive growth in reading.

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

## **Early Literacy Support Block Grant Annual Report**

### **Implementation Year 3: 2023-24**

CCCS will continue coaching and utilizing PLCs to analyze data and adjust instruction accordingly, continue SIPPS instruction, use IRLA for fluency and reading comprehension data, and implement Heggerty as another means of intervention.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

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

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

Select to enter text.

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

Select to enter text.

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

Select to enter text.

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		
First Grade		
Second Grade		
Third Grade		

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.

Select to enter text.

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

Select to enter text.

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

Select to enter text.

## Early Literacy Support Block Grant Annual Report

### Implementation Year 3: 2023-24

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

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

Select to enter text.

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

Select to enter text.

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

Select to enter text.

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		
First Grade		
Second Grade		
Third Grade		

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.

Select to enter text.

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

Select to enter text.

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

Select to enter text.