Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22
(REV. 04/2022)

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.

On an annual basis, each LEA with an eligible school shall submit to the California Department of Education, the school site council at each eligible school, and the governing board or body of the LEA a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the LEA's website.

For Implementation Year 1 (2021–22), the LEA Program Lead shall complete the template below for each eligible participating school and submit this form to ELSBGrant@cde.ca.gov between **June 30, 2022** and **July 31, 2022**.

LEA Name: Community Collaborative Charter School

Program Lead: Angee Phraxayavong-Briones   Email/Phone:

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Fiscal Lead: Christine McCormick   Email/Phone:

Christine.mccormick@gcccharters.org

Eligible Participating School(s) – select box next to the site for which this report applies:

☐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. ELSB Grant Expert Lead in Literacy, local county office of education, etc.): Select to enter text.

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LEA URL for public posting of ELSB Grant Reports:

https://cccs-sacramento.org/k8-campus/

NOTE: Please indicate N/A in all sections that do not apply.

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1. In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Have a librarian with consistent library hours and opportunities for students to engage in reading	No system to promote and incentives reading at home for students and their parents Lack a literacy promotion plan that promotes reading, tracks books students have read, and celebrating student reading achievement at assemblies	CCCS is a single school LEA	CCCS is a single school LEA
Social-emotional learning	Schoolwide CKH Training CARE Team support, allow teachers to connect to students in need School Counselor	SEL Curriculum not being used with fidelity No expectations for SEL teaching No SEL Training on curriculum	CCCS is a single school LEA	CCCS is a single school LEA

Experience of pupils below grade-level standard on the ELA content standards	Students being pulled during Tier I instruction Inconsistent intervention Intervention not based on research based curriculum	Protecting Tier I time Develop schedule for consistent intervention Research based curriculum with training	CCCS is a single school LEA	CCCS is a single school LEA
Experience of families of pupils below grade-level standard on the ELA content standards	Families participated in SST's for students that were below standard. Follow-up meetings were held. Summer Slump packets Provided Resources Family Universities	Need for targeted tutoring for their child Increase the parent participation in Universities Promote literacy at home Provide books at home	CCCS is a single school LEA	CCCS is a single school LEA

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Verbal communication. Collaboration with peers.	Majority of students not able to read and/or comprehend grade level text independently.	CCCS is a single school LEA	CCCS is a single school LEA
Data on effective practices (*reference previous chart*)	Had a librarian with consistent library hours and opportunities for students to engage in reading	Lack a literacy promotion plan that promotes reading, tracks books students have read, and celebrates student reading achievement at assemblies	CCCS is a single school LEA	CCCS is a single school LEA
Data on ineffective practices (*reference previous chart*)	Research based curriculum with training	Protecting Tier I time	CCCS is a single school LEA	CCCS is a single school LEA
Equity and performance gaps	RSP and ELD support staff for addressing student needs.	CAASPP data showing low performance rates for EL and minority students	CCCS is a single school LEA	CCCS is a single school LEA

3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Hiring of literacy coach or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	By June 2021, hire a literacy coach/ intervention specialist to provide tier 3 intervention to students in grades K-3 and to focus coaching work on building the capacity of our teachers to provide effective tier one reading instruction and tier two reading intervention.	A literacy coach was hired in August 2021. Coaching Calendar Link to Literacy Coach job description	Overall the added literacy coach was a positive addition to the school, however, due to external context challenges and teacher shortages, the coach spent 4 months of her time teaching.
Development of strategies to provide culturally responsive	Development of strategies to provide culturally responsive curriculum and	By December 2021, we will complete a book study, developed and led by our early literacy	Our intention was for our site principal, Sarah to work with our literacy coach, Aly on facilitating this book	Due to administration resignation and external context challenges this area

curriculum and instruction	instruction.	coach, of Culturally and Linguistically Responsive Teaching and Learning and will implement responsive classroom practices for student success.	study with the team. When Sarah left our school in September a transfer of information never took place about this book study. Our literacy coach is committed to leading the book study for next school year.	continues to be a need of growth.
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	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.	Through June 2021, our whole team will continue to receive RTI training that will support our work in using data to help identify and support struggling students.	In partnership with Solutions Tree and LTL 360 staff received 2 professional developments on RTI. Professional Learning Calendar (2nd Tab)	For RTI the training was ineffective due to the majority time spent on buy-in vs. the how. Additional training on implementation is needed.
Professional development for teachers and school leaders regarding implementation of the curriculum framework	Professional development for teachers and school leaders regarding implementation of the	By September 2021, teachers will receive comprehensive Wonders curriculum training	At the beginning of the year all teachers received Wonders (ELA) and ELD professional development across three days.	The Wonders training met our needs and provided us with an increased knowledge of ELA and ELD best practices.

for ELA/English Language Development (ELD) 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	ELA/ELD Framework and the use of data to support effective instruction.	(with an emphasis on phonics, phonemic awareness, and supplemental intervention materials to use for tier 2 supports) and will receive on-going curriculum coaching throughout the 2021-2022 school year and beyond.	Professional Learning Calendar (2nd Tab)	

4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Purchase of literacy curriculum resources and instructional materials aligned with the ELA content	Purchase of literacy curriculum resources and instructional materials aligned with the ELA	By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of	SIPPS Curriculum was purchased and implemented at the beginning of the year.	The site is seeing results based on SIPPS implementation. There is now better understanding on the

standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials	content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	the curriculum throughout the implementation year. By August 2021, literacy coach will develop and monitor plan to include data collection and assess implementation of professional learning plan as well as cycles of improvement. By August 2021, literacy coach will develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.	Cycles of inquiry was started at the beginning of the year, however the site was not able to complete all proposed cycles. A plan was developed and communicated to staff at the beginning of the year and throughout the year.	impact and process, so next year implementation is even more effective. The purchased additional curriculum to expand the implementation. Due to staffing and external context challenges our initial implementation plan needs adjustment. Data collection and implementation continued to be an areas of need and will remain a focus next year Due to staffing and external context challenges the plan was revised multiple times.
	Purchase of diagnostic	Through June	DIBELS was implemented by all	DIBELS was easy to use and access. It

| Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments | assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments. | 2023, early literacy coach will provide our instructional staff with comprehensive and ongoing iReady and DIBELS training on administration of assessments, how to interpret data, and how to use data to support students equitably. | teaching staff at the beginning, middle and end of the year.

iReady diagnostic assessments was given at the beginning, middle and end of the year. | provided target information. Teachers are bought-in and see the benefit of the assessment. Data was used to create RTI groups.

iReady data was also being used to place students into RTI groups as well as to drive school decisions. Teachers are using the iReady research-based lessons as well the personalized instruction. |
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **pupil supports**. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and	Expanded learning programs, such as before and	By June, 2021 and during the summers of 2022 and 2023,	June 2021 summer program attended and included both academic and	The summer programs have been extremely positive.

after-school programs or summer school, to improve pupils' access to literacy instruction	after-school programs or summer school, to improve pupils' access to literacy instruction.	we will implement a summer learning program for our tier 2 and 3 students.	enrichment opportunities. Site is currently planning a summer program for 2022 which will also include academics and enrichment with a focus on literacy.	Parents are satisfied with the offerings.
Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction	By September 2021, we will implement an enrichment/ extended day program for an hour after school each day.	Breakfast was served in the classroom for ¾ of the year. Once COVID restriction allowed, breakfast was moved back to the cafeteria. One hour of enrichment was offered to all students after school, 4 days a week for aprox. 20 weeks.	There were inconsistencies in providing this opportunity for students. Eating breakfast in the classroom served its purpose for safety precautions, but was ineffective regarding expanding literacy. In addition, it caused many other issues, such as cleanliness. Enrichment was a positive experience for students. There was a focus on "Learning is Fun."

				Moving forward, better alignment of enrichment with literacy as well as systems and processes is needed.
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	Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	By August 2021, we will design and implement a tiered system of intervention to address chronic absenteeism.

By June 2022 we will strengthen our literacy culture by developing and implementing school-wide monthly reading challenges, collaborative reading activities, and Family Universities focused on literacy. | Families are contacted on a daily basis for students who are absent.

Attendance letters were generated for students who were chronically absent.

Two family universities were held. | There is not currently a Tiered system of support that is being implemented with fidelity. This is an area of focus next year.

School wide-monthly challenges continue to be an area of need. The site did have phoenix battle of the books. More attention to reading challenges is needed.

The family universities were poorly attended. A focus on how to involve more families is needed. |

Strategies to implement research-based social-emotional learning approaches, including restorative justice	Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action	School counselor purchased and taught lessons during enrichment. CKH monthly SEL focused themes Restorative practices for behavior	There continues to be a need to improve intentional SEL for students, including training on diversity/racism etc... This will continue to be an area of growth.
Expanded access to the school library	Expanded access to the school library	By August 2021, we will purchase books for our school library that represent the cultural and linguistic diversity of our students, families and community.	Culturally and linguistically diverse books for the school library were purchased at the beginning of the year. Books are also being used through a SEL lens.	Although the books were purchased, the librarian resigned and the site was unable to fill the position. In addition, a need for classroom books also emerged.

6. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address *family supports*. [SB98 Sec113 (b)(e4A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Development of trauma-informed	Development of trauma-informed practices and	No Action	This was and continues to be a strength for our school	Continue work in trauma-informed practices

practices and supports for pupils and families	supports for pupils and families.			
Provision of mental health resources to support pupil learning	Provision of mental health resources to support pupil learning.	No Action	Increased counselor hours.	Continue focus on mental health resources
Strategies to implement multi-tiered systems of support and the response to intervention approach	Strategies to implement multi-tiered systems of support and the response to intervention approach.	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 eight week cycles of inquiry by June 2022.	RTI scheduled was developed with dedicated intervention and extension blocks. Two cycles of inquiry were completed.	The RTI schedule had to be revised multiple times due to external context challenges and staffing. Next year we will continue to implement designated time. Due to external context challenges and staffing only two full cycles of inquiry were completed. This will continue to be an area of focus. More intentional planning of lessons to meet the needs of students is an area of growth.

Development of literacy training and education for parents to help develop a supportive literacy environment in the home	Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	By June 2022, we will develop and facilitate three literacy-focused Family Universities to build the capacity of our parents/ guardians to develop a supportive literacy environment in the home.	Two Family Universities were held.	Attendance was low. A focus on increasing participation is needed.
Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	By June 2022, we will develop and facilitate three literacy-focused Family Universities to build the capacity of our parents/ guardians to develop a supportive literacy environment in the home.	Two Family Universities were held	Attendance was low. A focus on increasing participation is needed.

7. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	Have a librarian with consistent library	Continues to be no system to promote	CCCS is a single school LEA	CCCS is a single school LEA

	hours and opportunities for students to engage in reading	and incentives for reading at home for students and their parents Lack a literacy promotion plan that promotes reading, tracks books students have read, and celebrating student reading achievement at assemblies School no longer has a librarian so moving grade level books into classrooms for class libraries will be needed.		
Social-emotional learning	Schoolwide CKH Training CARE Team support, allow teachers to connect to students in need School Counselor	SEL Curriculum not being used with fidelity Need coherent expectations for SEL teaching Need Training on SEL curriculum	CCCS is a single school LEA	CCCS is a single school LEA

Experience of pupils below grade-level standard on the ELA content standards	Students being pulled during Tier I instruction Inconsistent intervention Intervention not based on research based curriculum	Tier 1 time still being impacted UDL training for teachers to strengthen tier 1 instruction and lessen need for intervention New intervention schedule to protect tier 1 time Need to implement research based curriculum with fidelity next year	CCCS is a single school LEA	CCCS is a single school LEA
Families of pupils below grade-level standard on the ELA content standards	Families participated in SST's for students that were below standard. Follow-up meetings were held. Summer Slump packets Provided Resources	Need to find new ways to promote family universies so that attendance is higher. Still need plan for getting books for families to use at home. Summer slump packet not being	CCCS is a single school LEA	CCCS is a single school LEA

	Family Universities	issued but summer school is available to all students		

8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	Verbal communication. Collaboration with peers.	End of year iReady data shows that a majority of students in K-3 are still not able to read and/or comprehend grade level text independently.	CCCS is a single school LEA	CCCS is a single school LEA
Data on effective practices (*reference previous chart*)	Had a librarian with consistent library hours and opportunities for students to engage in reading	Continues to be a lack a literacy promotion plan that promotes reading, tracks books students have read, and celebrates student reading achievement at assemblies	CCCS is a single school LEA	CCCS is a single school LEA

Data on ineffective practices (*reference previous chart*)	Research based curriculum with training	Need to implement research based curriculum with fidelity next year	CCCS is a single school LEA	CCCS is a single school LEA
Equity and performance gaps	RSP and ELD support staff for addressing student needs.	Recess monitors needed so that support staff can be freed up to support in classrooms more	CCCS is a single school LEA	CCCS is a single school LEA

9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
Access to high-quality instruction	No changes being made	No changes being made	No changes being made	No changes being made
Support for literacy learning	No changes being made	No changes being made	No changes being made	No changes being made
Pupil supports	No changes being made	No changes being made	No changes being made	No changes being made

Family supports	No changes being made	No changes being made	No changes being made	No changes being made

NOTE: At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a non consent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]