

CCSPP Annual Performance Report
- Implementation- School Sites-
2024-2025

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Only one report is required per school site. All questions in this report have to be answered unless marked as [Optional]. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An [APR Visualization tool](#) and [a summative report](#) are developed and posted each year with APR findings for LEAs and RTACs. The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site. Please reference the [CA School Dashboard](#) as you consider and reflect upon your progress and CCSPP outcomes. The APR is aligned with the California Community Schools Framework and resources provided by the State Transformational Assistance Center (S-TAC) including the [Community Schools Implementation Plan Template](#), the [Community Schools Needs and Assets Assessment \(NAA\) Guide](#), the [Whole Child and Family Supports Inventory](#) and the [Capacity Building Strategies: A Developmental Rubric](#), that are available for optional use by grantees.

The report can be completed over multiple sessions if needed, however, please use the same device and browser to pick up where you left off. To complete the site-level and local educational agency (LEA)-level CCSPP Annual Progress reports, proceed through the following steps. Please note that single-school grantees will need to complete both the site-level APR and LEA-level APR.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRi!](#)" (click [here](#)). For additional support, please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the [Tracker spreadsheet](#) on the "Schools" tab (click [here](#)).

To complete the site-level and LEA-level CCSPP Annual Progress reports, proceed through the following steps:

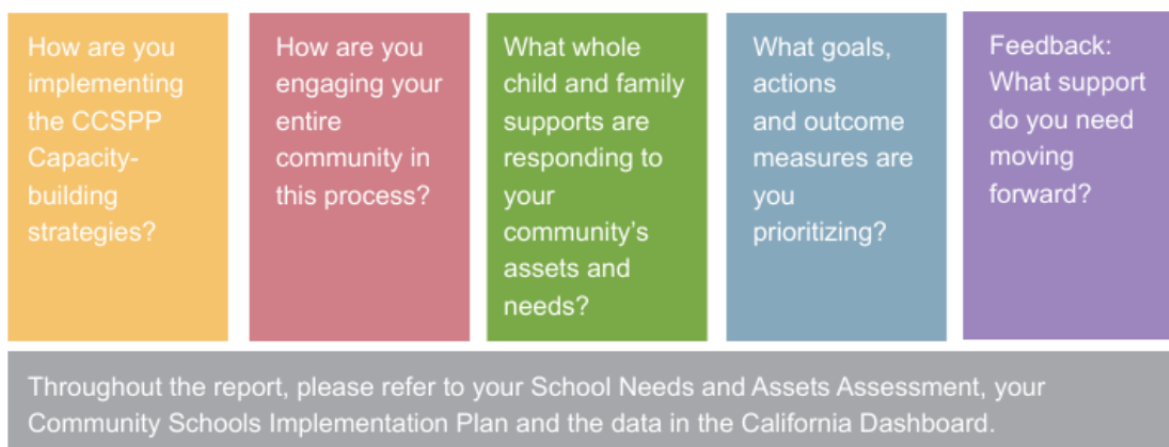


1. Site-level Program Narrative

School sites implementing the CCSP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRi](#)" (click [here](#)). For additional support, please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the [Tracker spreadsheet](#) on the "Schools" tab (click [here](#)).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the [Tracker spreadsheet](#) and check the "Schools" tab (click [here](#)).

Region	▼ San Gabriel West
Cohort	▼ 2
LEA/Fiscal Agent	▼ Pasadena Unified School District
School Name (CDS Code)	▼ Pasadena High School 19 64881 1936822

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it [here](#). If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

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Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

Name: Helen Sandoval
Job Title: Senior Community Advocate
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Phone number: (626) 396-5880

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

- 1) Read the description of each phase of growth and development below.
- 2) Identify the artifacts or evidence you used to assess your current phase of growth and development, drawing from the lists provided in the questions below. Use the "other" option to describe evidence or artifacts not listed.
- 3) Refer to your optional [site-level self-assessment](#) to answer this section, though not required. You can also refer to the [Capacity-Building Strategies document](#).

You are not required to attach any of the artifacts or evidence identified in this question.

Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** To ensure interest-holders understand and support the community school strategy, sites launch a comprehensive communications campaign, and utilize tools like surveys and elections to gauge commitment to the strategy. The site creates a plan for a deep needs and asset assessment and a robust baseline data portfolio.
- ☒ **Engaging:** To ensure the voices of all interest-holders are a part of the community school process, a needs and assets assessment engages 75-100% of interest-holders in identifying a shared vision and top priorities. Results are shared through a findings report, leading to an implementation plan that includes indicators of success.
- ☐ **Transforming:** So that all interest-holders are engaging in collective action, teams are formed to address identified priorities from the needs and assets assessment. Teams foster innovation and possibility thinking—finding opportunities in complex issues. Teams regularly review data and celebrate growth and success.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☒ Outreach materials
- ☒ Surveys

- ☒ Interview/focus groups data from school staff
- ☒ Interview/focus groups data from students and/or families
- ☒ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☒ Needs and Assets Assessment tools/participation rates
- ☒ Capacity-Building Strategies Self-Assessment Tool
- ☒ Other (Please specify):

Informational presentations at various parent meetings: ELAC, PTSA, School Site Council.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** Sites create shared understanding around the core principles of community-based learning and work to provide the supportive environmental conditions that enable students to better engage in learning and cognitive processes (e.g, relationship-centered practices, social-emotional skill development, restorative practices).
- ☒ **Engaging:** Educators' skill and self-efficacy to implement community-based learning, and to provide supportive learning environments is increased through robust, teacher-led professional learning and collaborative planning as well as curated learning resources and new structures (e.g., Advisory). Addressing the interests, strengths, and learning needs of vulnerable students is prioritized.
- ☐ **Transforming:** Community-based learning in restorative, relationship-centered climates, forms the basis of the site's academic program with multiple, non-traditional measures of student growth and wellbeing used to monitor progress and growth. Learning is visible to all with families, communities, and partner sharing in success.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☒ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☒ School climate surveys
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections

- ☒ Student engagement or attendance rates
- ☒ Family and community engagement or attendance
- ☐ Community learning tours and/or home visits
- ☒ Professional development or training sessions
- ☒ Capacity-Building Strategies Self-Assessment tool
- ☒ Other (Write-In):

Ethnic Studies, Asian Studies, Agricultural Sustainability class, field trips that foster cross-cultural understanding, and schoolwide activities that teach cultural traditions.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership".
(Select one.)

- ☐ **Visioning:** In order to cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces of shared decision-making and identifies potential leaders and opportunities for increased voice.
- ☒ **Engaging:** In order to build the capacity to share power and voice, schools launch or revamp school sites or governance councils that are diverse in composition and democratically-built.
- ☐ **Transforming:** Student, educator and community voice is increased and operationalized across various spaces of shared decision-making. Major decisions are made through democratic engagement processes that are clear and transparent.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☐ Committee by-laws
- ☐ Team mapping
- ☐ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☐ Team work plans and agendas
- ☐ Planning documents
- ☒ Survey data
- ☒ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☒ School staff direct input (Interview/focus groups)
- ☒ Students and/or families direct input (Interview/focus groups)
- ☒ Capacity-Building Strategies Self-Assessment tool
- ☒ Other (Write-In):

Collaboration with the COST team.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☒ **Visioning:** Schools recognize the important role that all site educators and resources play in successful implementation. Teams acknowledge requisite mindsets, staffing needs, and financial resources needed for successful community school implementation.
- ☐ **Engaging:** Teams recruit diverse community school staff, including a CS coordinator/director, and re-imagine the traditional roles of principals and educators while securing sustainable funding sources. Schools track critical workforce and professional learning data (e.g., teacher retention rates, school climate surveys) to improve and maintain working environments where educators want to stay and grow.
- ☐ **Transforming:** Schools monitor culture, climate, and working conditions data to support staff retention and growth, ensuring a "whole teacher" approach. They collaborate with the LEA to develop and update a long-term funding plan that sustains staff, partnerships, programs, and facilities, and fully integrate the community school plan into the SPSA and other improvement plans for a unified approach to school transformation.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☒ Community school-aligned job descriptions
- ☒ Roles and responsibilities document that includes a process for ongoing revision
- ☒ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☒ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Professional development or training sessions
- ☒ Teachers and staff surveys (e.g., school climate surveys)
- ☒ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Involve students as a strategy to sustain initiatives.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** Shared leadership teams map local assets to develop and disseminate a resource directory of current and potential partnerships that support learning experiences and the wellbeing of students. Partners understand the mutual benefits and impact of the community school strategy.
- ☒ **Engaging:** The results of the needs and assets assessment process are used to create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services. Sites collaborate with partners to streamline service access and delivery.
- ☐ **Transforming:** Community partnerships are strengthened and expanded through collaboration and a shared commitment to data-informed continuous improvement. Services and supports provided are embedded into existing systems and processes to improve access and coordination. Partnerships Evolve based on changing needs and assets.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☒ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☐ School climate surveys
- ☒ Feedback from existing service providers and partners
- ☐ Partnership evaluations
- ☒ Partners participation in school events
- ☒ Capacity-Building Strategies Self-Assessment tool
- ☒ Increased reports of student and family wellbeing
- ☒ Other (Write-In):

Ongoing collaboration with community partners providing services and opportunities for developmental relationships.

Please reflect on what you have accomplished this year with respect to one or more of the capacity-building strategies and how that accomplishment was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 249

At Pasadena High School, the community schools initiative is creating transformative experiences through strong partnerships and a deep commitment to student well-being. One standout effort supports ninth- and tenth-grade girls by providing a dedicated, safe space for open dialogue around personal and academic challenges. These gatherings not only help participants develop healthy coping strategies but also cultivate emotional resilience, peer support, and a deeper sense of community.

To ensure all students can fully participate in school life, Pasadena High has forged strategic partnerships with organizations such as KIND and Alice's Kids. These collaborations have directly supported student groups like LASA and the Orchesis dance team, providing essential funding for uniforms. This intentional focus on equity and inclusion empowers students to engage confidently in extracurricular activities, regardless of their financial circumstances.

Building on this culture of care, the school introduced 'Mindful Monday'—an initiative that centers the emotional well-being of both students and staff. Each Monday, the campus embraces themes that reflect cultural traditions and mindfulness practices. The result is a more inclusive and supportive atmosphere that strengthens relationships across the school community.

'Wellness Wednesday' continues to be a student favorite, offering monthly opportunities to engage with local organizations. These visits bring valuable resources and guidance on careers, wellness, and life skills, broadening students' horizons and reinforcing meaningful connections between school and the broader community.

Together, these initiatives reflect Pasadena High School's holistic approach to education—one that uplifts, includes, and prepares every student through intentional partnerships and a commitment to community.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a “whole-child” school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your engagement with various groups in developing your community school. In your response, include the following:

1. An estimated number of participants per group that was involved during the planning and implementation process.
2. The total number of individuals within the identified group, as applicable.
3. Select all the processes you used to engage each group in developing your community school.

Please note that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the number of individuals in each category that were engaged in developing your community school at any time during the	How many total individuals in this category do you have at your school?	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)								If you selected other processes, please specify: Other (Write-In)
			Surveys	One-on-one interviews	Focus groups	Visioning exercises	School council/steering committee meetings	Other meetings and forums	School events	Other	

	implementatio n process. Number	Number									
Administrators	4	4	☐	☒	☐	☒	☒	☒	☒	☐	
Certificated staff	19	78	☒	☐	☐	☐	☒	☒	☒	☐	
Classified staff	2		☒	☐	☐	☐	☐	☒	☐	☐	
Students	677	1355	☒	☒	☒	☒	☐	☐	☒	☐	
Family members	653	1307	☒	☐	☒	☐	☐	☒	☐	☐	

Community members (members of the surrounding community that do not have an affiliation with the school.)	2	2	☐	☐	☐	☐	☐	☐	☐	☐	
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	4	4	☐	☐	☐	☐	☒	☒	☒	☐	

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on how your community schools work is shaped by the perspectives, assets, and needs of historically marginalized students and families.

In your response, include the following:

1. An estimate of how many individuals (e.g., students, caregivers, community members) from this group you have engaged in your community school development at any point during the implementation process
2. The total number of individuals within the identified group, as applicable
3. A brief description of how these individuals have been engaged. Examples include creating culturally inclusive spaces, fostering student leadership, hosting focus groups, etc.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Total number of individuals engaged in developing your community school at any point during the implementation process	Total number of individuals within the identified group	How are you engaging individuals (students and/or families) within the identified group
	Number	Number	Comments
English language learners	15	63	Communication occurs through weekly/daily check-ins/phone calls, school events, restorative practices, tutoring, providing services and resources, and providing a safe space.
Students with disabilities	54	219	

Socioeconomically disadvantaged students	256	855	Communication occurs through weekly/daily check-ins/phone calls, school events, restorative practices, tutoring, providing services and resources, and providing a safe space. Provide students/families with basic needs and tier II and III supports when needed.
Racially marginalized populations	246	882	
Homeless youth	6	26	
Foster Youth	5	22	
Chronically absent students			Home Visits and Communication occurs through weekly/daily check-ins/phone calls, school events, restorative practices, tutoring, providing services and resources, and providing a safe space. Provide students/families with basic needs and tier II and III supports when needed.
Other 1(Write-in):			
Other 2 (Write-in):			
Other 3 (Write-in):			

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see [Whole Child and Family Supports inventory](#)).

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan.

	Are these whole child and family supports part of your Community Schools Implementation Plan / Needs and Assets Assessment?	
	Yes	No
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☒	☐
Mental health Screening and Services	☒	☐
Nutrition Services and Support	☒	☐
Academic Support (tutoring, specialist, etc.)	☒	☐
Counseling Center	☒	☐
Multi-Tiered System of Support	☒	☐
Coordination of Services Team (e.g., COST team)	☒	☐
Before School (times/services)	☒	☐
After School (times/services)	☒	☐
Summer Programs	☒	☐
During School (learning pathways, differentiated instruction, lab times, etc.)	☒	☐
Teacher Leadership Development and Opportunities	☒	☐
Parent Leadership Development and Opportunities	☒	☐
Student Leadership Development and Opportunities	☒	☐

	Yes	No
Shared Decision-Making Bodies that center the voices of students, families and community	☒	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☒	☐
Home Visits	☒	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☒	☐
Positive Behavioral Supports	☒	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☒	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☒	☐
Project-Based Learning	☒	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☒	☐
Community-Based Curriculum, Pedagogy, and Projects	☒	☐
Personalized Learning Plans	☒	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☒	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☒	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate whether this support was newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools work.
2. Describe how the support was implemented during the past grant year. (Select all that apply.)
3. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories.
4. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
5. Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	How have you implemented the support this year? (Select all that apply.)	In the past year, how many individuals were served? Please enter a number only in the applicable categories.	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation

												of this support.
		A. Expanded partnerships	B. Provided training / professional development	C. Expanded capacity (e.g. Increased offerings, hired new staff) to offer support	D. Collecting data and tracking improvement	Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
		☐	☐	☐	☐							
Coordination of services to provide health and wellness services to students and families	Pre... ▾	☒	☐	☒	☐	☒	☐	☒	☐	Other ▾	Local Community Partnership	
Professional development in cross-cultural learning curriculum, positive	Pre... ▾	☐	☒	☐	☐	☐	☒	☐	☐	Loca... ▾		

school climate												
Program partners for expanded learning opportunities in enrichment, mentorship, and student mental health supports	Pre... ▾	☒	☐	☒	☐	☒	☐	☐	☐	Expa... ▾		
Establish after-school E-Sports program to support 21st century learning and media/IT career opportunities.	Pre... ▾	☒	☐	☐	☒	☒	☐	☐	☐	Expa... ▾		
Support substance abuse specialist role and a Truancy Specialist role.	Pre... ▾	☒	☒	☒	☒	☒	☐	☐	☐	Other ▾	Partnershi ps	

Note:
*please add rows as needed.

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the [Whole Child and Family Supports Inventory](#) in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	<u>Cohorts 1 and 2 only:</u> Was this goal submitted with the previous APR?	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal
Goal 1:	☒ Yes ☐ No	The goal for the 24/25 SY, is to decrease chronic absenteeism by 3%.	Tier I activities: check-ins, home visits, communication with

			families, and progress monitoring.
Goal 2:	☒ Yes ☐ No	The goal for the 24/25 SY, is to increase parental participation in ELAC from 5 parents to a consistent 8 parents by the end of the SY.	Guest speakers, informational meetings on CS, parent portal instructions/ workshops, and communication through flyers, text, phone calls, and emails.
Goal 3:	☒ Yes ☐ No	The goal for the 24/25 SY will be to increase the reclassification rate of English Learners by 5%	Tutoring, check-ins, academic counseling, and supplemental English classes provided by community partners, communication with parents.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the [CA School Dashboard](#) and/or [DataQuest](#) in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
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Goal 1:	The percentage of students who were absent for 10% or more of school days	CA Dashboard	28.2%	25.2%	21.2%	18.55%
Goal 2:	Sign In Sheets	ELAC Parent/Guardian Sign In	5 Parents	5 Parents	8 Parents	10 Parents
Goal 3:	AERIES student information system, SPSA	PUSD LMS Data System: AERIES	17 students reclassified; 53 students EL students 32% of EL Students reclassified	9 students reclassified; 35 EL Students 25.71% of EL Students reclassified	8 students reclassified; 63 EL Students 12.69% of EL Students reclassified	students reclassified; EL Students % of EL Students reclassified

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2025-2026) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 276

To reduce chronic absenteeism, PHS adjusted its strategies by adding behavior aides to monitor key areas and expand mentorship, restorative circles, and student incentives like the Bright Spot program. Enhancements to classroom environments included mobile collaborative furniture, which increased student engagement and attendance. Performing arts participation also grew through new materials and a summer camp. While gains were noted, the need for a more systematic intervention model, consistent Tier I instruction, and sustainable engagement programs emerged. Next steps include formalizing student support systems, expanding classroom redesigns, and institutionalizing student recognition and enrichment activities to strengthen attendance and student connectedness.

PHS increased ELAC attendance from an average of 5 to 8 parents by offering hybrid meetings, childcare, and bilingual outreach. Interactive agendas, student presentations, and raffles also boosted engagement. However, consistent participation remains a challenge. To address this, we will regularly conduct annual off-site training (CABE or CALSA), expand parent mentorship, and integrate ELAC more broadly into school events. These strategies aim to create sustained, meaningful involvement from English Learner families and strengthen their role in school decision-making.

Reclassification rates declined from 25.71% (9 of 35 students) to 12.69% (8 of 63 students), prompting key adjustments. While initial efforts focused on general language development, data showed the need for more targeted academic support. In response, we will provide tutoring support in core a-g classes, offer supplemental materials to EL students, and equip teachers with books and resources to enhance instruction. A targeted focus will be placed on Long-Term English Learners (LTELs) to address persistent gaps in academic outcomes. These strategies aim to improve content mastery and increase future reclassification rates through more personalized, academic interventions.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

☒ Yes

☐ No

	Please select all the community school groups below that participate in your school climate data collection process:	What instrument or process do you use to assess school climate for this group? (Select all that apply.)							If you selected a district or school-developed survey, please enter the name of that survey below. If you selected "Other", please enter details about your measures of school climate below.
		California Healthy Kids Survey(CHKS)	Panorama Survey	CORE: Student Socio-emotional Learning & Climate Survey	Youth Trust	District-developed survey	School-developed survey	Other	
Students	☒	☒	☒	☐	☐	☐	☐	☐	
Family members	☒	☒	☒	☐	☐	☒	☐	☐	
Administrators	☒	☒	☒	☐	☐	☐	☐	☐	

Certificated staff	☒	☐	☒	☐	☐	☐	☐	☐	
Classified staff	☒	☐	☒	☐	☐	☐	☐	☐	
Community partners	☐	☐	☐	☐	☐	☐	☐	☐	
Others (write-in):									

How often do you collect school climate data?

- ☐ Every other year
- ☒ Annually
- ☐ Twice a year
- ☐ Other (Write-in)

Have you observed any improvements in school climate since the implementation of the CCSPP grant that you believe are connected to CCSPP activities? If so, please describe. Provide a narrative of up to 300 words.

Your word count is: 0

Since the implementation of the CCSPP grant, PHS has observed meaningful improvements in school climate, particularly in the areas of student engagement, attendance, and wellness. One of the most significant impacts has come from the work of our Truancy Specialist, who has taken a relationship-based approach to supporting At-Promise youth. By making consistent home visits, mentoring students, and maintaining regular check-ins, this role has helped re-engage students who were previously disconnected from school. As a result, these students are now attending class at higher rates compared to the first month of school.

Additionally, our Community Advocate has played a critical role in enhancing the campus culture by coordinating resources and partnerships that support student well-being. Initiatives like Mindful Mondays and Wellness Wednesdays have created safe and supportive spaces for students to address stress, build resilience, and feel more connected to school. Through collaboration with ELAC, PTSA, the Wellbeing Center, and local community organizations, these activities have helped reinforce a positive, inclusive school climate.

The combined effect of these targeted supports has contributed to a noticeable shift in student attitudes and behaviors. Students are more present, engaged, and supported—especially those who have historically struggled. The CCSPP grant has allowed us to build a more responsive and student-centered environment, where students know they are seen, valued, and have access to the resources they need to succeed.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
 - ☐ Community School Planning and Implementation
 - ☐ Integrated Student Supports and Services
 - ☒ ~~Student Learning Supports and Environment~~
 - ☐ Centering Community-based Learning
 - ☐ Monitoring Progress and Developing Data Collection Tools
 - ☐ Family and Community Engagement
 - ☒ ~~Collaborative Leadership Practices for Educators and Administrators~~
 - ☐ Community Schools Sustainability
 - ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
 - ☐ Other instrument or process:
-

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please indicate the approximate number of people who have been involved in preparing your Annual Progress Report. (Enter the number of individuals in each category, as/if applicable.)

	How many individuals in each category below helped complete this APR?	How many total individuals in this category do you have at your schools?
Principal	1	1
Assistant Principal (if applicable)	0	3
Community Schools Coordinator(s)	1	1
School Counselor/Social Worker/Psychologist	0	7
Teacher(s)	0	78
Instructional Coach(es) (if applicable)	0	2
Other staff	1	38
Student(s)	0	1355
Parent/guardians(s)	0	1307
Community member(s) (members of the surrounding community that do not have an affiliation with the school)	0	2
Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)	0	4
Other (please specify): _____		

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☒ Useful
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2024-2025) for your school site

Please submit or resubmit your most current implementation plan as a PDF using [this link to a Box folder](#). You can use the CCSPP [Implementation Plan template](#). **Include your school name and CDS code in the name of the file.** (Example: ShadowUSD_12123451234567.pdf.) **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

pusd.us/communityschools

Was your CCSPP Implementation plan presented to your school community in 2024-2025?

- ☒ Yes
☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2024-2025?

- ☒ Yes
☐ No

Cohort 1 and Cohort 2 ONLY: Sustainability plan

Please attach your current sustainability plan as an Excel document as it stands at the time of your APR submission (we are aware that it is not a static document). Use the optional CCSPP [Sustainability Plan Template](#). Include your school name and CDS code in the name of the file. (Example: ShadowUSD_12123451234567.xls). **This is a required upload.**

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