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California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

Spanish Version here

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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.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

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.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. 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.

Who should prepare the APR

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. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- 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.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

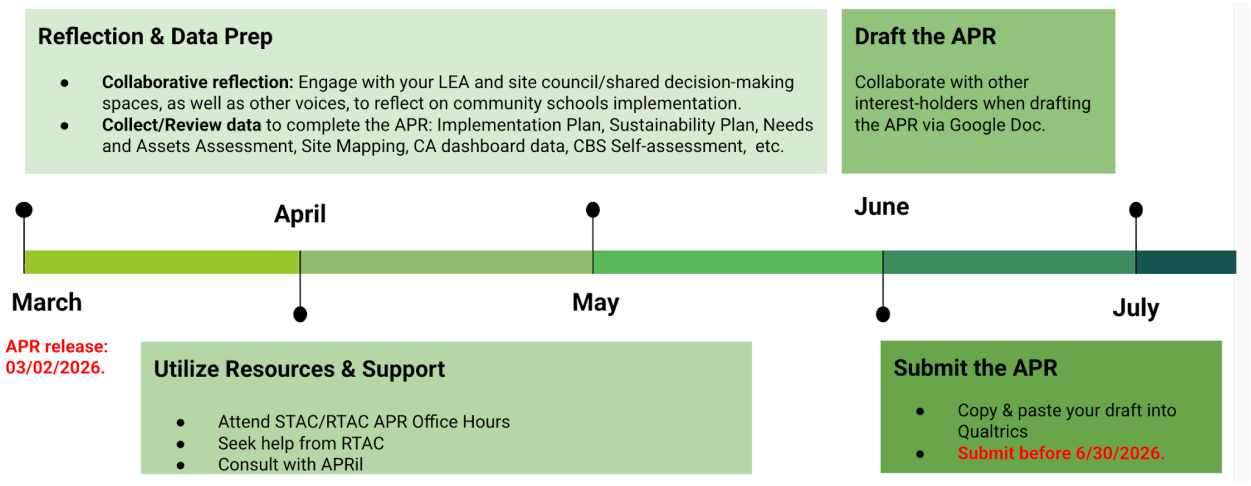
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- 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.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

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 "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP 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 "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

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 ▼Central Coast _____
Cohort ▼Cohort Three_____
LEA/Fiscal Agent ▼____Soledad Unified School District_____
School Name (CDS Code) ▼__Rose Ferrero Elementary 27754406118756_____

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).

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

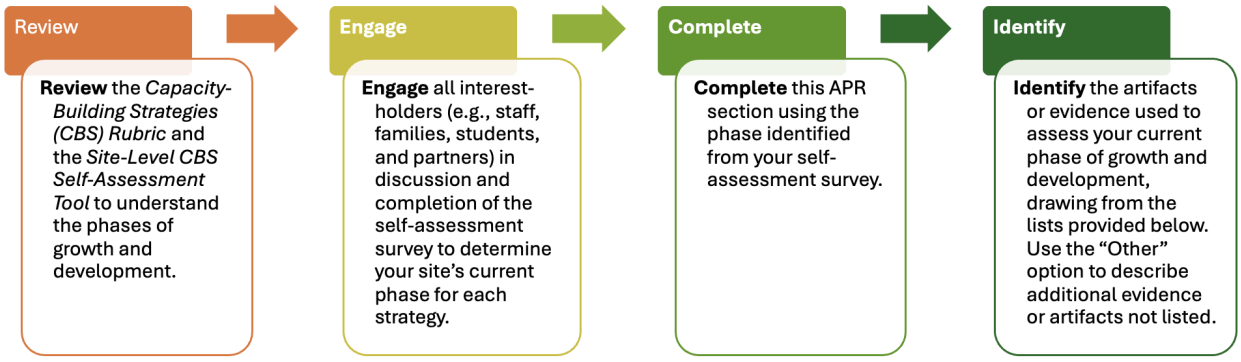
Name: Analaura Perez
Job Title: Community School Coordinator
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Phone number: 831-678-6480 ex.5116

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year 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. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. 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:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☐ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

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
- ☐ SPSA alignment crosswalk (shows integration).
- ☐ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☐ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☐ Capacity-Building Strategies Self-Assessment Tool
- ☐ Other (Please specify):

Centering Community-Based Learning

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

- ☑ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.
- ☐ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied assessments.
- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

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 (MRA Leader In Me)
- ☐ 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
- ☐ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Collaborative Leadership

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

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.
- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

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 (MRA)
- ☐ 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)
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Sustaining Staff and Resources

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

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

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)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☐ Professional learning calendar and participation records specific to community school practices.
- ☐ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Strategic Community Partnerships

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

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

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
- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☑ Increased reports of student and family wellbeing
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress 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: 0

This year at Rose Ferrero Elementary School, we made meaningful progress in advancing the capacity-building strategy of Collaborative Leadership, Shared Power, and Voice—one of the core pillars of the California Community Schools Partnership Program (CCSPP).

One of our most significant accomplishments was the creation and launch of our Community School Advisory Council (CSAC). Comprised of parents, staff, and school leadership, the CSAC serves as a collaborative decision-making body that reflects the diverse perspectives and voices of our school community. Through this council, families have been empowered to take on leadership roles and actively contribute to shaping our shared vision and goals as a community school.

This important milestone was made possible through the leadership of our new Community Schools Coordinator (CSC), who has played a vital role in strengthening relationships among families, staff, and community partners. The CSC also led the development and implementation of a comprehensive needs and assets survey, which provided valuable insight into our community's priorities, challenges, and strengths. The survey findings informed the implementation of targeted supports and reinforced a culture of shared ownership and collective responsibility.

In addition to the CSAC, our core group of families has remained deeply engaged through Cafecito meetings, ELAC, and the School Site Council. These forums continue to provide meaningful opportunities for families to inform school decisions, advocate for student success, and elevate the voices of English learners and historically underserved students.

While some services and systems are still evolving, the foundation we have built is strong and promising. Being recognized as a 2025 California Distinguished Schools Program award recipient reflects not only our academic achievements, but also the transformative impact of inclusive leadership and authentic family engagement. We remain committed to building a school community where every voice is valued and every child has the opportunity to thrive.

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 school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a **bird's eye view to estimate engagement across groups.** Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know 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 percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☐	☐	☐	☐	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☐	☐	☐	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☐	☐	☐	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☐	☐	☐	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☐	☐	☐	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☑	☐	☐	☐	☐	☐	☐	

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. **Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement.** We know 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 student groups.

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.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Students with disabilities	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0%

	• 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Our school intentionally engaged historically marginalized student groups in the development and improvement of our community school initiatives through student voice activities, family outreach, intervention meetings, leadership opportunities, and targeted support programs. Engagement was strongest among socioeconomically disadvantaged students and moderate among English learners, students with disabilities, racially marginalized students, and chronically absent students. Efforts included student-led newcomer tours to help new

students feel welcomed and connected to the school community, early academic interventions, attendance supports, culturally responsive family engagement, wellness services, and coordination with community partners and support liaisons for foster and homeless youth. These practices helped increase student belonging, access to resources, and opportunities for meaningful participation in school improvement efforts.

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.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	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	☐	☑
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 when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. 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 (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? **Please enter an estimate** number only in the applicable categories .				In addition to CCSPP, please select the **main** funding source you are using 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.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
Academic Tutoring (Tutoring,specialist,etc.)	Started im…	*100+*	6	50+	5+	Commu…		Implemented tutoring for grades Kindergarten, first grade and fourth grade.

Afterschool TIme/Services	Started im…	250+	6	50+	10+	Commu…		Implemented sports and activity programs for students and families. I offered family paint nights and implemented soccer, baking classes, volleyball and dance classes for all students.
Shared Decision Making bodies	Started im…	300+	10+	250+	10+	Commu…		Continued with community

that center the voices of students, families, and community.								schools advisory council meetings.
						Learning…		

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.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	**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 2025-2026 to meet this goal**

Goal 1: Promote a safe, inclusive school climate through restorative practices and mental health supports	☐ Yes ☑ No	☑ ~~Social-Emotional Well-Being & Mental Health~~ ☑ ~~Attendance & Absenteeism Reduction~~ ☐ Family & Community Engagement ☐ Academic Achievement & Student Learning ☑ ~~School Climate~~ ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☑ ~~Student Behavior & Discipline~~ ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☑ ~~Expanded Learning & After School~~ ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Based on our surveys students and parents expressed that they would like to see more restorative justice services like sports and activities that can motivate students to do better in class academically and improve behaviors.	During the SY 2025–2026, I worked to expand opportunities for students and families by offering afterschool programs and activities through the Community Schools grant. After hearing concerns from many students and parents about the high cost of sports registration, I helped create and provide free sports opportunities that were accessible to all students. These programs increased student participation, encouraged

				family engagement, and provided students with safe and positive activities after school. In addition, these activities supported restorative justice practices by helping students build positive relationships, strengthen communicatio n and teamwork skills, and develop a stronger sense of belonging and connection to the school community. By removing financial barriers and creating inclusive

				opportunities, I was able to support greater equity, student engagement, and overall school climate.
Goal 2: Improve student achievement through targeted academic support in reading and math	☐ Yes ☑ No	☐ Social-Emotional Well-Being & Mental Health ☐ Attendance & Absenteeism Reduction ☐ Family & Community Engagement ☐ Academic Achievement & Student Learning ☐ School Climate ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☑ ~~Expanded Learning & After School~~ ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Based on our surveys parents expressed that they would like to obtain some assistance with their students academics	During the SY 2025–2026, I worked to improve student achievement in reading and math by responding to parent feedback gathered through surveys. Many parents expressed a need for additional academic support for their students, so I helped

				provide targeted assistance through afterschool programs and expanded learning opportunities. These supports gave students additional time to strengthen foundational reading and math skills in a supportive environment. I also worked to increase family engagement by communicating with parents about available academic resources and encouraging student participation. By creating

				accessible support systems and collaborating with families, I was able to help promote academic growth, student confidence, and overall student success.
Goal 3: Reduce chronic absenteeism by expanding access to free and engaging enrichment opportunities	☐ Yes ☑ No	☑ ~~Social-Emotional Well-Being & Mental Health~~ ☑ ~~Attendance & Absenteeism Reduction~~ ☑ ~~Family & Community Engagement~~ ☐ Academic Achievement & Student Learning ☐ School Climate ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☑ ~~Integrated Student Supports~~ ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Based on our surveys, parents and students expressed that students would benefit from additional motivation to attend school regularly and would like Rose Ferrero to provide more supportive	During the SY 2025–2026, based on our surveys, students, parents, and families shared concerns regarding chronic absenteeism and expressed a need for additional motivation, enrichment opportunities, and supportive services for students. The Needs and

			services, enrichment opportunities, and engaging programs that promote student involvement, connection, and overall well-being.	Assets Assessment revealed that many students would benefit from increased access to engaging afterschool programs, sports, academic support, and activities that help students feel more connected to school. Families also expressed a desire for safe, accessible, and free opportunities that support both student learning and social-emotional well-being. In response to these identified needs, the school developed a goal focused on reducing chronic absenteeism by expanding free and

				engaging enrichment opportunities through the Community Schools initiative. The school built upon existing assets, including strong family involvement, staff collaboration, and community partnerships, to create programs that encourage regular attendance and positive student engagement. By aligning services with student interests and family feedback, the school worked to improve school climate, strengthen relationships, and provide students with meaningful opportunities

				that support academic success and overall well-being.

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)
Goal 1: Improve academic achievement in English Language Arts and Mathematics by offering after school academic support	☐ Chronic absenteeism rates ☐ Middle school dropout rates ☐ High school dropout rates ☐ High school graduation rates ☑ Proficiency scores, English Language Arts and Mathematics ☐ Pupil expulsion rates ☐ Pupil suspension rates ☐ School attendance rates ☐ School climate measures (e.g., survey results) ☐ Other locally determined measures	Increase academic performance in English and Math	33.9 points below standard (ELA) 32 points below standard (MATH)	10.6 Points below standard (ELA) 24 points below standard (MATH)	0.3 Above standard (ELA) 15.2 Below standard (MATH)	5 points Above grade level (ELA) 10 points below grade level (MATH)
Goal 2: Promote a positive and inclusive school climate	☐ Chronic absenteeism rates ☐ Middle school dropout rates ☐ High school dropout rates ☐ High school graduation rates ☐ Proficiency scores, English Language Arts and Mathematics ☐ Pupil expulsion rates ☐ Pupil suspension rates	Decrease suspension and expulsion rates	3.9%	1.3%	1.86%	0.9%

	☐ School attendance rates ☐ School climate measures (e.g., survey results) ☑ Other locally determined measures]					
Goal 3: Expand access to free enrichment opportunities for all students-both those currently enrolled in afterschool programs and those who are not-in order to help reduce chronic absenteeism.	☑ Chronic absenteeism rates ☐ Middle school dropout rates ☐ High school dropout rates ☐ High school graduation rates ☐ Proficiency scores, English Language Arts and Mathematics ☐ Pupil expulsion rates ☐ Pupil suspension rates ☐ School attendance rates ☑ School climate measures (e.g., survey results) ☐ Other locally determined measures	Decrease chronically absent students	31.6%	22.8%	21.6%	17%

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions **for the upcoming school year (SY 2026-2027) 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: 0

At the beginning of the school year, our Community Schools Coordinator conducted a comprehensive needs assessment that gathered feedback from students, families, and staff. A consistent theme emerged across all stakeholder groups: the need to increase after-school opportunities, strengthen school culture and belonging, improve student attendance and engagement, expand academic intervention, and deepen family engagement. Based on these findings, our three core goals focused on (1) improving student academic outcomes through targeted intervention, (2) strengthening social-emotional well-being and school connectedness, and (3) increasing authentic family and community engagement.

Throughout the year, we refined our implementation in response to both progress monitoring data and stakeholder feedback. Through the support of the Community Schools Grant, we provided targeted academic interventions for over 40 kindergarten students in early literacy skills, helping them build foundational proficiency in letter names and sounds. We also expanded tutoring services to include first and fourth grade students, responding to identified gaps in academic support across grade levels. These adjustments reflected our goal of improving academic outcomes by ensuring early and sustained intervention for students most in need.

To support student well-being and school connectedness, we expanded enrichment opportunities through a variety of after-school programs such as sports, baking, arts and crafts, and other creative activities. In addition, we launched “Thursdays for You,” a weekly social-emotional support space during the first recess. Teachers referred students who were struggling academically, socially, or emotionally, allowing them a safe environment to express feelings, build relationships, and receive support. This initiative directly supported our goal of strengthening student well-being and fostering a more positive school climate.

To advance our third goal of increasing family and community engagement, we expanded Positive Discipline workshops and launched Cafecito meetings to strengthen relationships between families and the school. Participation steadily increased as families became more involved in dialogue and school planning.

Looking ahead to SY 2026–2027, we plan to deepen this work by expanding tutoring and after-school programming across more grade levels, strengthening bilingual parent workshops, creating student and parent leadership opportunities, continuing Cafecitos with the principal, and bringing in additional community-based services. We also aim to provide professional development for teachers focused on restorative justice practices to further support a positive and inclusive school climate.

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 rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☐	☑

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 300

Since the implementation of the CCSPP grant, we have observed meaningful and consistent improvements in school climate that are directly connected to our Community Schools activities. One of the most significant changes has been the strengthening of relationships and trust between families and the school. Family engagement has increased notably, including growth in our Parent Advisory Council participation from 2 parents to 6 active members. This increase reflects stronger outreach efforts and a growing sense of voice, ownership, and belonging among families.

We have also seen positive shifts in student connectedness and emotional well-being through the implementation of “Thursdays for You,” a weekly social-emotional support space during first recess. Teachers refer students who are struggling academically, socially, or emotionally, and students are given a safe space to talk about their feelings, socialize, and reset.

Feedback from students has been very positive, with many sharing that they feel “heard,” “calmer,” and “more ready to learn” after participating. Staff have also reported improved classroom readiness, smoother transitions back to instruction, and fewer emotional escalations following these sessions.

Additionally, increased after-school enrichment opportunities have contributed to a more positive school environment by giving students structured, engaging activities such as sports, arts, baking, and creative projects. These opportunities have supported stronger peer relationships, improved attendance for participating students, and increased engagement beyond the classroom.

We have also strengthened communication and collaboration with families through Cafecito meetings and Positive Discipline workshops, which have helped build trust and create more consistent school-family dialogue. Teachers have also noted improved student behavior and stronger peer relationships during the school day.

Overall, we have noticed improved student morale, stronger adult-student relationships, and a more welcoming and connected school culture. These improvements reflect the impact of CCSPP-aligned practices in building trust, increasing access to support, and ensuring that students feel emotionally and academically supported throughout the school day.

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:

  _____

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☐ Assistant Principal (if applicable)
- ☑ ~~Community Schools Coordinator(s)~~
- ☐ School Counselor/Social Worker/Psychologist
- ☑ ~~Teacher(s)~~
- ☐ Instructional Coach(es) (if applicable)
- ☐ Other staff
- ☑ ~~Student(s)~~
- ☑ ~~Parent/guardians(s)~~
- ☑ ~~Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)~~
- ☐ Other (please specify):
- ☐ _____

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

- ☐ Very useful
- ☑ ~~Useful~~
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

2. Site Level Additional Documents and Evidence

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

CCSPP implementation plan (2025-2026) 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.

https://soledadusd.org/14425_4

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☑ ~~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 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.