

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

Spanish Version [here](#)

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Introduction

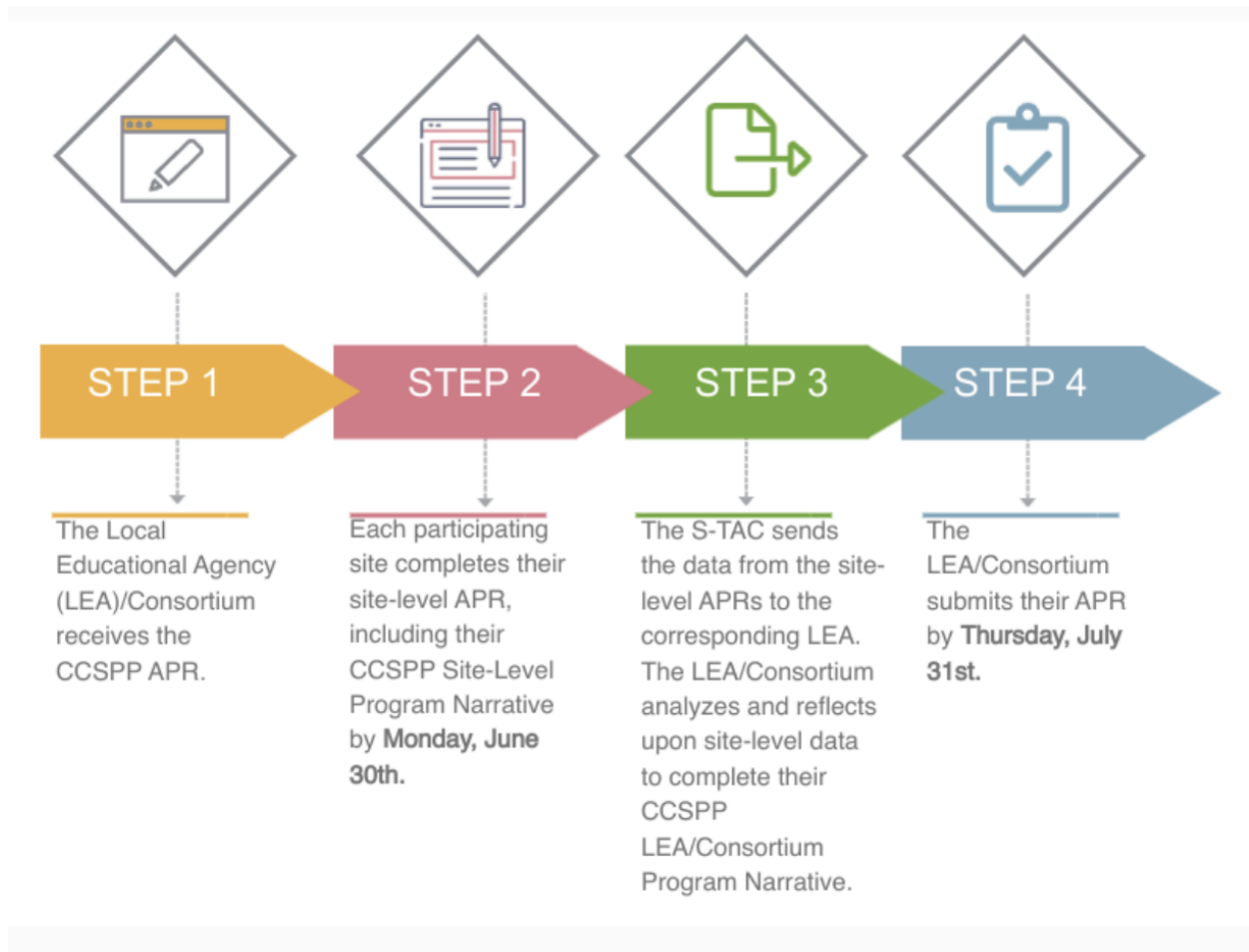
Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be reported to the California 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 "[APRil](#)" (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:

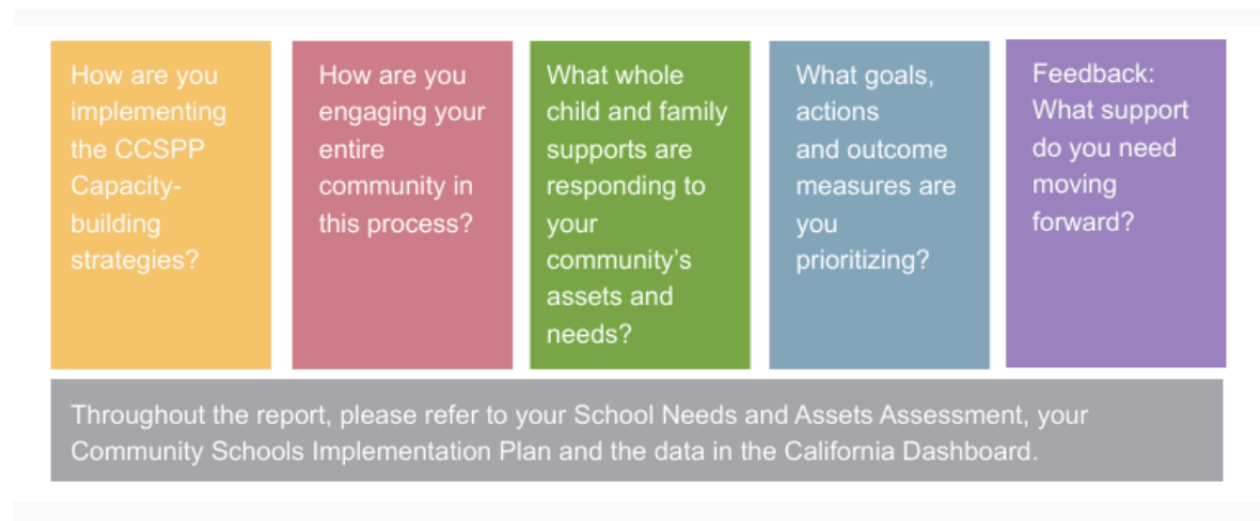


1. Site-level Program Narrative

School sites implementing the 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 "[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 ▼ Central Coast
Cohort ▼ 3
LEA/Fiscal Agent ▼ Soledad Unified School District
School Name (CDS Code) ▼ 27 75440 0111088

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.

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Job Title: Community Schools Coordinator
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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):

To promote shared commitment, understanding, and priorities, we conducted direct family outreach by connecting with parents during after-school dismissal and making over 100 phone calls to families who had not responded to our online surveys. These efforts served a dual purpose: to build stronger relationships and collect meaningful input. The information gathered was documented and used to create data artifacts—such as completed needs and assets surveys and tailored advisory committee planning notes—that helped shape our priorities for the upcoming school year and will continue to guide future planning. This process ensured that family voices were not only heard but actively reflected in school decisions. By prioritizing direct communication, we reinforced trust, boosted participation, and aligned our planning with the real needs and perspectives of our school community.

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):

We participated in professional development workshops hosted by the Regional Technical Assistance Center (RTAC) and the Monterey County Office of Education (MCOE), including Community of Transformational Practice (COTP) learning sessions at the Steinbeck Center and CSU Monterey Bay (CSUMB). These experiences deepened our understanding of educational equity, enhanced our skills in data-driven decision-making, and strengthened our ability to implement community engagement strategies. Alongside our senior Community Schools Coordinator, we joined a series of home visits that provided real-world insights into family engagement beyond the school setting. This approach served as a community learning tour, expanding our perspective on how to connect families to the school community. At Jack Franscioni Elementary, our site used the Flourish App to track student engagement in PBIS and Wellness Team events, including Hot Cocoa Days, Bingo, Popcorn Fridays, and Slime Activities. Data collection captured participation by gender, grade level, and attendance records, allowing us to identify trends and target interventions more effectively. Our initial collaboration with a Community School Coordinator from Main Street Middle School established a foundation for joint community learning tours and home visits. Moving forward, we plan to expand these efforts in partnership with the Family Liaison at Jack Franscioni Elementary. This collaborative approach reflects our commitment to advancing sitewide initiatives that align with the values and goals of the community schools framework.

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 : Student, Staff, Parent Survey Data at beginning of the school year, Student updated with second survey at half year in.
- ☐ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☒ School staff direct input (Interview/focus groups) community schools meetings*
- ☒ Students and/or families direct input (Interview/focus groups) Community schools meetings***
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

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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):

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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):

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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: _____

Jack Francioni Elementary is committed to creating a safe, nurturing, and inclusive environment for all students, families, and staff. With support from the California Community Schools Partnership Program (CCSPP), Soledad Unified School District hired a dedicated Community Schools Coordinator to strengthen relationships and expand services on campus. As part of our Collaborative Leadership strategy, we formed a core site leadership team made up of parents, staff, and the principal. This team helps guide the implementation of our community school efforts and ensures our work reflects shared priorities. Parents also participate in decision-making through the Community School Advisory Committee, Cafecito meetings, ELAC, and the School Site Council. Using CCSPP resources, we conducted a needs and assets survey to identify priorities and improve student and family support. This aligns with our strategy of Shared Commitment, Understanding, and Priorities. As a result, we've added new services and continue to adjust based on feedback. Clear communication remains a top priority. We connect with families regularly through ParentSquare, phone calls, fliers, home visits, and in-person meetings. These efforts help build trust and keep families informed and involved. Looking ahead, we aim to reduce barriers, improve access to resources, and expand our Strategic Community Partnerships. With continued CCSPP support, we are committed to deepening our collaboration with the school community and ensuring every child and family feels supported and empowered.

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 implementation process. Number	How many total individuals in this category do you have at your school? Number	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	
Administrator Principal	1	1	☐	☐	☐	☒	☒	☒	☒	☐	Administrator was involved in core team meetings, monthly, supporting community schools strategies.

Certificated staff	10	21	☒	☐	☐	☐	☒	☒	☒	☐	2 Staff were involved in core team meetings, monthly. 10 certificated staff completed an online staff survey.
Classified staff:	2	30	☒	☒	☐	☐	☐	☒	☒	☐	2 Staff was involved in core team meetings, monthly, supporting community schools strategies. 6 staff completed an online survey.

Students:	437	437	☒	☒	☐	☐	☐	☐	☐	☐	To gather meaningful insights from students, a Listening Feedback Survey was administered orally across all grade levels, supported by the family liaison and health aide
Family members	101	Auto-populated	☒	☒	☐	☐	☒	☒	☒	☐	To gather meaningful insights from parents and guardians, feedback was collected through

											phone calls, in-person conversations during school dismissal, and online surveys.
Community members (members of the surrounding community that do not have an affiliation with the school.)	7	7	☐	☒	☐	☐	☐	☒	☒	☐	To align long-term goals with the community's vision, we held in-person meetings, Zoom sessions, and listening circles with local businesses and agencies.

Community partners (school partners with an MOU or any other formal agreement to provide support or services.)	2	12	☐	☐	☐	☐	☐	☒	☒	☐	To align long-term goals with the community's vision, we held in-person meetings, Zoom sessions, and listening circles with local businesses and agencies.
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[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	140	Auto-populated	To support English Learner students and their families, we reach out with calls, home visits, and bilingual workshops. Events like Career Day and Family Nights offer chances for everyone to join in. Our Attendance Technician and Family Liaison check in often to help with attendance and other needs. We also provide after-school programs and connect families to helpful services.
Students with disabilities	15	Auto-populated	To support students with disabilities and their families, we reach out with calls, home visits, and regular check-ins led by our Family Liaison, Social Worker, and Special Education team. We invite families to IEP meetings, workshops, and school events like Career Day and Family Nights. Our team helps connect students to academic and behavioral support, after-school programs, and mental health services. Regular communication builds trust and ensures families get the help they need.
Socioeconomically disadvantaged students	373	Auto-populated	To support students and families facing economic challenges, we reach out through calls, home visits, and school events to build trust. Our Family Liaison and Community Schools Coordinator help connect families to food, housing, clothing, and mental health services. We host inclusive events like Family Nights and Career Day, plus after-school programs to keep students involved. By working with local partners and staying in touch, we make sure families get the resources and support they need.

Racially marginalized populations	414	Auto-populated	To support racially marginalized students and families, we focus on building trust through culturally responsive outreach, including phone calls, home visits, and community-centered events. Our staff works to ensure all families feel welcomed and valued by providing translation services, hosting inclusive celebrations, and creating spaces where diverse voices are heard, such as Cafecitos, advisory meetings, and family workshops. We also connect students to leadership programs, mentorship opportunities, and after-school enrichment that affirm their identity and promote a sense of belonging. Through intentional relationship-building and equitable access to services, we strive to uplift and empower every student and family.
Homeless youth	33	Auto-populated	To support homeless youth, we stay in touch through calls, wellness checks, and home visits when we can. Our Family Liaison, Social Worker, and Community Schools Coordinator work with families to find urgent needs and quickly connect them to housing, clothes, food, and mental health help. We make sure students get school supplies, transportation, and after-school activities to help them stay stable and involved. We also work with local agencies to remove barriers and provide ongoing support to families.

Foster Youth	1	Auto-populated	To support foster youth, we reach out regularly with check-ins and home visits, working closely with caregivers and social workers. Our Counselor, Social Worker, and Community Schools Coordinator team up to monitor well-being, provide mental health support, and help with academics and social skills. Foster youth can join enrichment programs, school events, and leadership activities to build connection and belonging. We also partner with county agencies to make sure students get the support they need.
Chronically absent students	87	Auto-populated	To help students who are often absent, we use a caring, personal approach with phone calls, home visits, and wellness checks by our Attendance Clerk, Family Liaison, and Community Schools Coordinator. Every two weeks, we review attendance data to find students needing extra support during a cost meeting. We work with families to understand challenges and connect them to resources like transportation, counseling, and after-school programs. We also use incentives to encourage regular attendance.
Other 1(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 PBIS, Cafecito, Newsletter, check in check out, family liaison, 1 on 1 counseling, 504/ IEP Plans, Wellness Team	☐	☒
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 PLC, MCOE trainings	☐	☒
Parent Leadership Development and Opportunities Collaborations in:	☐	☒
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)	☐	☐
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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)	

e.g., Health Screening and Services (vision, dental, hearing, neurological, physical health)	Start... ▾	☒	☐	☒	☒	414 Based on sign in sheets of Wellness Team/ PBIS events: Bingo, Wellness Team activities, Popcorn, Mental health week.	8 Part of the wellness team collabs through these events.	10-12 Advisory Council sign in sheets attendees and participants.		Title I ▾		Social-Emotional Learning (SEL) and Wellness Support Formed a wellness team that includes a counselor, social worker, family liaison, and community schools coordinator to support student mental health, foster belonging, and boost engagement, with a focus on chronically absent, socioeconomically disadvantaged, and racially marginalized students.
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												Family and Community Engagement Strengthened connections between underrepresente d families and staff through monthly Cafecitos and community schools advisory meetings.
		☐	☐	☐	☐							

*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.

Goal	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: Increase Academic Achievement Aligned LCAP Goal 2 Improve Student Achievement	☒ Yes ☒ No	This goal was developed in response to data highlighting the need for stronger academic support, particularly for English learners, students with disabilities, and those from low-income backgrounds. Input from ELAC, the School Site Council, Community Schools advisory committees, and LCAP family events further reinforced these needs. Key strengths such as dedicated staff, engaged families, and well-attended events like Literacy and Math Nights provide a strong foundation. This goal is focused on ensuring all students have equitable access to high-quality instruction and the academic support necessary to succeed.	• Site hosted Literacy and Math Nights to strengthen family involvement in student learning and offer strategies and resources to take home. • Utilized family engagement platforms such as ParentSquare, Fliers, phone calls, Surveys, and ClassDojo to improve home-school communication and encourage ongoing parent participation. • Supported classroom-level communication through consistent teacher updates and direct messaging, ensuring families stayed informed and connected to student progress.

Goal 2: Create a Safe, Supportive Environment Aligned LCAP Goal 3 Provide a Safe, Supportive, and Inclusive Environment	☒ Yes ☐ No	This goal was developed based on data showing concerns with student behavior, mental health, and chronic absenteeism. Feedback from staff, students, and families highlighted the need for emotional support, a sense of belonging, and consistent expectations. In response and aligned with LCAP Goal 3 we expanded PBIS, restorative practices, and mental health services to build a safer, more inclusive school environment.	• Provided access to a full-time counselor and social worker. • Formed a wellness team to support student mental health. • Increased student voice and engagement through surveys and leadership groups. • Expanded PBIS to reinforce positive behavior and school-wide expectations. • Used restorative practices to build community and resolve conflicts. • Delivered regular SEL lessons and check-ins.
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Goal 3: Family Engagement Aligned LCAP Goal 4 Improve Parent and Community Engagement	☒ Yes ☐ No	This goal was developed in response to our Needs and Assets Assessment, which identified a need for stronger two-way communication and more inclusive family engagement practices. Feedback from Community Schools Advisory Committee, School Site Council, English Learner Advisory Committee, and parent surveys emphasized the importance of building trust, offering language-accessible communication, and creating more culturally relevant opportunities for families to participate in school decision-making and student learning.	We strengthened family engagement through consistent bilingual communication, regular Cafecitos, and active parent committee meetings. We also supported English learner families with targeted outreach using phone calls, flyers, and ParentSquare. Additionally, we increased participation in parent committees and offered culturally relevant workshops and events to ensure all families feel welcomed, respected, and involved in the school community.
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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: Ex. tracking through DashBoard
- 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.

Goal	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: Increase Academic Achievement in ELA and Math	CAASPP Proficiency Rates (% of students meeting or exceeding standards)	Measures the percentage of students in grades 3–6 who meet or exceed grade-level standards on the CAASPP assessments in English Language Arts (ELA) and Math.	ELA: 36.36% Met/Exceeded Math: 24.5% Met/Exceeded	ELA: 40% (based on iReady tracking) Math: 28%	Not available	ELA: At least 50% of students will meet or exceed standards Math: At least 40% of students will meet or exceed standards
Goal 2: Create a Safe, Supportive Environment	Suspension Rate (% of students suspended at least once in the school year)	Measures the percentage of students suspended one or more times in a school year, as reported on the CA School Dashboard. Includes both in-school and out-of-school suspensions.	1.1%	4.4% (increase noted on Dashboard)	Not available	Reduce by 2% compared to the previous year

Goal 3: Chronic Absenteeism	Chronic Absenteeism Rate Measures the percentage of students who are absent for 10% or more of enrolled school days.	A high rate of chronic absenteeism may signal the need for increased support and interventions. By tracking this data over time, we can assess the effectiveness of strategies designed to improve student engagement, attendance, and overall well-being.	36.8%	27.6%	20.6% Aeries	Aim to decrease chronic absenteeism to 15% or below
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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: ____

At Jack Francioni Elementary, we continue to address the challenge of re-engaging families in the wake of the pandemic. Our needs assessment highlighted a drop in parent participation, leading us to prioritize personal outreach through home visits, phone calls, and invitations to Cafecitos, school events, and Parent Committee meetings. While formal parent involvement is still developing, we are expanding our Community Schools Core Team by inviting more families to help shape programs and services.

We also value student voice and have begun including students in leadership conversations to better understand their needs. In our first year of implementation, we saw encouraging progress: chronic absenteeism dropped from 27.6% to 20.6%, and ELA proficiency improved by over 3%. Though suspension rates rose, we responded by reinforcing Tier 1 behavior supports and enhancing our SEL curriculum.

Mid-year data reviews through our Coordination of Services Team (COST) led to more student wellness check-ins and targeted interventions. To further support student development, we launched the Mindset Academy's Boys Leadership Program, serving 15–20 students with mentorship and character-building opportunities. We also formed a dedicated Wellness Team—including our counselor, social worker, family liaison, and Community Schools Coordinator—to address student mental health needs holistically.

Additionally, we expanded our Community Schools Advisory Core Team to include 15 active staff and family members who now play a key role in guiding school programs. These efforts reflect our commitment to building stronger connections and fostering a supportive, inclusive school environment. Moving forward, we aim to deepen engagement and strengthen academic supports for all students.

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) 5th Graders	Panorama Survey	CORE: Student Socio-emotional Learning & Climate Survey	Youth Trust	District-developed survey	School-developed survey	Other: Community Schools Survey	
Students	☐	☒	☐	☐	☐	☒	☐	☒	Attendance, feedback surveys, discipline records, and LCAP surveys.
Family members	☐	☐	☐	☐	☐	☐	☐	☐	
Administrators	☐	☐	☐	☐	☐	☐	☐	☒	Attendance, feedback surveys, discipline records, and LCAP surveys.

Certificated staff	☐	☐	☐	☐	☐	☐	☐	☒	Attendance, feedback surveys, discipline records, and LCAP surveys.
Classified staff	☐	☐	☐	☐	☐	☐	☐	☒	Attendance, feedback surveys, discipline records, and LCAP surveys.
Community partners	☐	☐	☐	☐	☐	☐	☐	☐	
Others (write-in): MRA	☒ Students	☒ Family Members	☒ Administ rators	☒ Classified Staff	☒ Certificate d Staff				The MRA (Measurable Results Assessment), part of the <i>Leader in Me</i> framework, collects data on school climate through surveys that focus on the following key areas: 1. Belonging & Safety, 2. Student Empowerment & Leadership, 3. Academic Mindset, 4. Staff & Family Perspectives, and 5. Student-Teacher Relationships.

How often do you collect school climate data?

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

At Jack Francioni Elementary, we collect school climate data twice per academic year to guide continuous improvement. At the beginning of the school year, a survey was administered to students, staff, and families to gather input on school culture, safety, and overall well-being. A mid-year follow-up survey was given to students to monitor progress and identify any emerging concerns. Beyond formal surveys, we host regular open forums during Community Schools meetings. These sessions provide space for parents and staff to share real-time feedback, voice concerns, and offer ideas in an open and supportive setting. Together, these tools help us assess school climate from multiple perspectives and ensure that our efforts remain responsive to the needs of our school community. The input we receive directly informs planning, supports, and strategies to strengthen a safe, inclusive, and welcoming environment for all.

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: _____

Since launching the CCSPP grant at Jack Francioni Elementary, we've seen noticeable improvements in school climate through our community school efforts. Feedback from students, families, and staff highlighted key needs: stronger student wellness, more parent engagement, and a greater sense of school connectedness. We created a Wellness Team made up of our counselor, social worker, family liaison, and community schools coordinator. This team provides mental health support, daily wellness check-ins, and connections to outside services. One goal is to reduce behavioral issues and support students in expressing their needs in healthy, constructive ways. We introduced Mindset Academy's Boys Leadership program, a four-part workshop series designed to mentor boys through leadership development and personal growth activities. The goal is to foster positive behavior, strengthen peer relationships, and increase overall student engagement among participants. To improve parent engagement, we have grown our Community Schools Advisory Core Team to include 12 active parents and maintain outreach through Cafecitos, home visits, and bilingual communication. Parents have shared that they feel more welcomed and involved in the school community. These CCSPP-funded efforts have helped create an inclusive and supportive environment. Families and staff report stronger collaboration, and students feel more connected to school. We are proud of

this progress and are committed to strengthening our partnership.

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 support inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words. Your word count is: _____

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 school(s)?
Principal	1	1
Assistant Principal (if applicable)	0	0
Community Schools Coordinator(s)	1	1
School Counselor/Social Worker/Psychologist	0	2
Teacher(s)	0	17
Instructional Coach(es) (if applicable)		
Other staff:	1/ Family Liaison	1
Student(s)	0	Auto-populated
Parent/guardians(s)	0	Auto-populated
Community member(s) (members of the surrounding community that do not have an affiliation with the school)	5 Community School Coordinators	1
Community partner(s) (school partners with an MOU or any other formal	0	2

agreement to provide supports or services)		
Other (please specify): R-TAC Regional Technical Assistance Centers	Program Coordinator Community School Supports 1	16

[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: ____

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

- ☐ Very useful
- ☒ ~~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: ____

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.

https://jack.soledadusd.org/48175_2

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 (JF in Cohort 3)

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.