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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

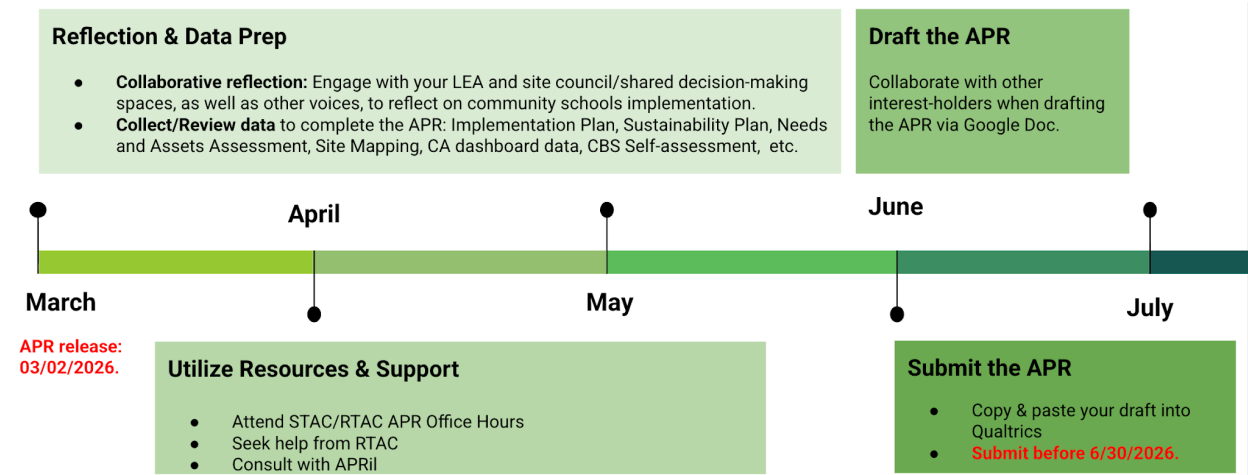
Please reference the following resources:

- [CA School Dashboard](#) as you consider and reflect upon your progress and CCSP 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 "[APRi](#)".

Suggested timeline

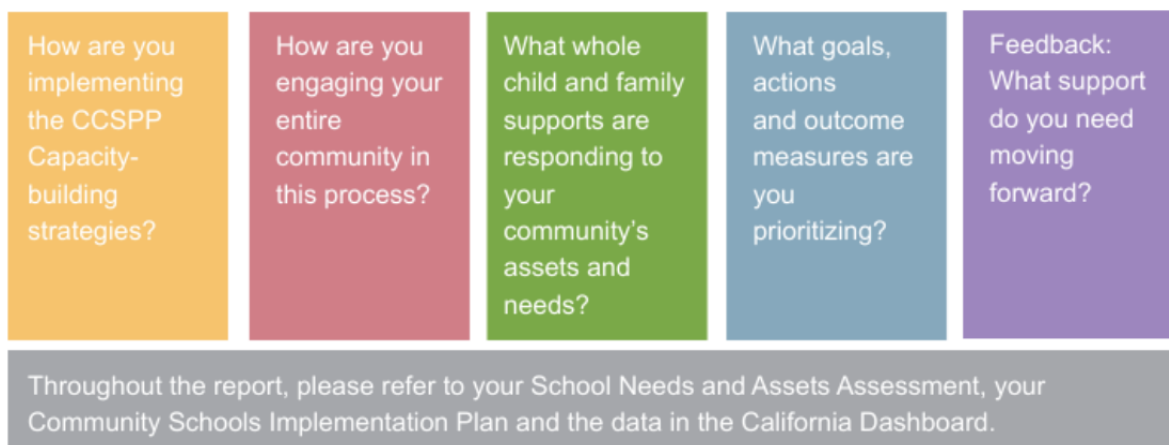


1. Site-level Program Narrative

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 "[APRi!](#)" (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 Valley
Cohort	▼	Cohort 1
LEA/Fiscal Agent	▼	Lost Hills Union Elementary
School Name (CDS Code)	▼	15638181535905

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.

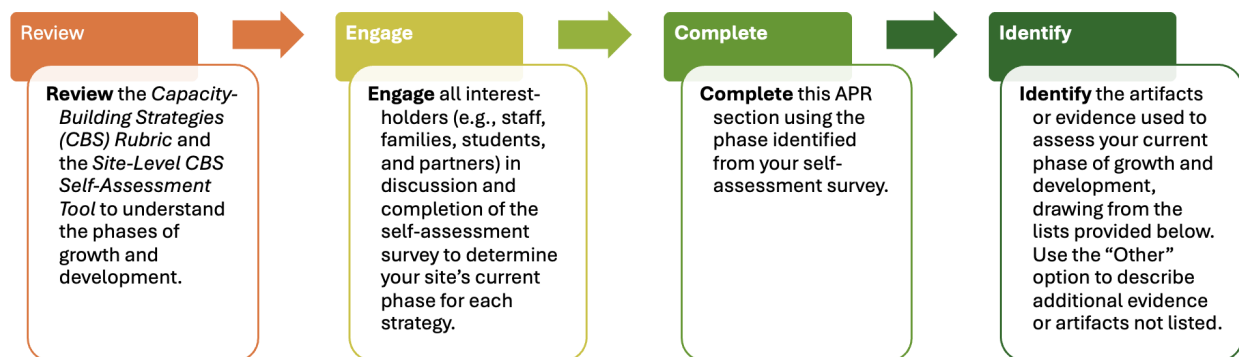
Name: Aimee Gee
Job Title: District Special Projects Clerk
Email: agee@taftunion.org
Phone number: 661-763-2300 ext. 314

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):

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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
- 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):

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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
- 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):

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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: 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

The recent grant has profoundly impacted our efforts to enhance community engagement and provide valuable resources for parents, students, and staff. This support has enabled us to explore and implement a variety of initiatives aimed at fostering a more connected and resourceful community. The establishment of a local website dedicated to aggregating and disseminating resources for individuals within and surrounding our community was completed this year. This website serves as a central hub where parents can find educational materials, support services, and enrichment opportunities tailored to their children's needs. Students benefit from access to resources, extracurricular activities, and mental health support, which are crucial for their overall development and well-being. In addition to the website, the grant has funded numerous community engagement programs designed to bridge gaps between the school and local organizations. Workshops and seminars for parents have been organized, covering topics such as digital literacy, effective parenting techniques, and navigating the educational system. These sessions empower parents to play a more active role in their children's education and development. Moreover, the grant has enabled us to establish partnerships to support students with dental and vision services through businesses and non-profits, creating a network of support that extends beyond the school. Overall, this grant has been instrumental in building a more resilient and supportive community, ensuring that parents, students, and staff have the resources and connections they need to thrive. The creation of the local website and the various programs funded by this grant have laid a strong foundation for continued community growth and engagement. The grant has also provided us with the benefit of Intervention Specialists, Social Workers, and Community Schools Coordinators' support.

The recent grant has significantly strengthened our efforts to expand community engagement and increase access to meaningful resources for parents, students, and staff. With this support, we have been able to develop and implement a range of initiatives designed to build a more connected and resource-rich community.

One major accomplishment this year was the creation of a local website that brings together and shares resources for individuals and families within our community and surrounding areas. This site serves as a centralized hub where parents can access educational tools,

support services, and enrichment opportunities tailored to their children's needs. Students also benefit from the site through access to academic supports, extracurricular opportunities, and mental health resources that support their overall well-being and growth.

Beyond the website, the grant has supported a variety of community engagement efforts aimed at strengthening connections between the school and local organizations. We have hosted workshops and seminars for parents on topics such as digital literacy, effective parenting strategies, and understanding the educational system. These opportunities help empower families to take a more active role in their children's learning and development.

Additionally, the grant has made it possible to form partnerships with local businesses and nonprofit organizations to provide students with access to dental and vision services, further extending support beyond the school setting. It has also allowed us to expand our team by supporting Intervention Specialists, Social Workers, and Community Schools Coordinators.

Overall, this grant has played a key role in fostering a stronger, more supportive community. The development of the resource website and the implementation of these programs have created a solid foundation for continued growth, collaboration, and engagement among students, families, and staff.

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	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)
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	developing your community school at any time during the implementation process.	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%	•	•	•	•	•	•	•	
Certified 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 with an MOU or any other formal agreement to provide supports or services.)	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	•	•	•	•	•	•	•	

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

Your word count is: 0

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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 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?

- English Language Learners- Reach out to invite EL parents (and community members) to attend DELAC meetings to support engagement amongst students and parents.
- Students with Disabilities- Work with teachers and students on engagement strategies (Keagan).
- Homeless- Having the necessary items for students in need.
- Foster Youth- Having the necessary items for students in need.
- Chronically Absent Students- Home visits are performed by Intervention Specialists—Weekly, Monthly, and Quarterly attendance incentive drawings.

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)	
Health Screening and Services (vision, dental, hearing,	Previously implemented and now integrated into the community schools work	45	0	45		Learning-Aligned Employment Program		

neurological, physical health)								
Mental Health Screening and Services	Started implementing this support exclusively as a result of CCSPP funding	215	0	0		<i>Learning-Aligned Employment Program</i>		
Nutrition Services and Support	Previously implemented and now integrated into the community schools work	550	0	550		<i>Learning-Aligned Employment Program</i>		
Academic Support (tutoring, specialist, etc.)	Previously implemented and now integrated into the community schools work	35	60	0		<i>Learning-Aligned Employment Program</i>		
Counseling Center	Previously implemented and now integrated into the community schools work	215	0	0		<i>Learning-Aligned Employment Program</i>		
Before School (times/services)	Previously implemented and now integrated into the community	0	0	0		<i>Learning-Aligned Employment Program</i>		

	schools work							
After School (times/services)	Previously implemented and now integrated into the community schools work	35	15	0		<i>Learning-Align ed Employment Program</i>		
Summer Programs	Previously implemented and now integrated into the community schools work	700	60	0		<i>Learning-Align ed Employment Program</i>		
During School (learning pathways, differentiated instruction, lab times, etc.)	Previously implemented and now integrated into the community schools work	925	60	0		<i>Learning-Align ed Employment Program</i>		
Teacher Leadership Development and Opportunities	Previously implemented and now integrated into the community schools work	30	15	0		<i>Learning-Align ed Employment Program</i>		
Parent Leadership Development	Previously implemented and now integrated into the community	15	10	10		<i>Learning-Align ed Employment Program</i>		

and Opportunities	schools work							
Student Leadership Development and Opportunities	Previously implemented and now integrated into the community schools work	15	5	0		<i>Learning-Aligned Employment Program</i>		
Shared Decision-Making Bodies that center the voices of students, families, and community	Previously implemented and now integrated into the community schools work	15	15	15		<i>Learning-Aligned Employment Program</i>		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Previously implemented and now integrated into the community schools work	35	15	35		<i>Learning-Aligned Employment Program</i>		
Home Visits	Previously implemented	25	70	75		<i>Learning-Aligned</i>		

	and now integrated into the community schools work					<i>Employment Program</i>		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Previously implemented and now integrated into the community schools work	0	0	5		<i>Learning-Aligned Employment Program</i>		
Positive Behavioral Supports	Previously implemented and now integrated into the community schools work	110	5	20		<i>Learning-Aligned Employment Program</i>		
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Previously implemented and now integrated into the community schools work	75	0	0		<i>Learning-Aligned Employment Program</i>		
Programs and practices that teach social-emotional skills (e.g.,	Previously implemented and now integrated into the community schools work	110	0	0		<i>Learning-Aligned Employment Program</i>		

SEL curriculum, mindfulness practices)								
Personalized Learning Plans	Previously implemented and now integrated into the community schools work	15	0	0		Learning-Aligned Employment Program		
Performance Assessments (e.g., capstones, portfolios, etc.)	Previously implemented and now integrated into the community schools work	15	25	0		Learning-Aligned Employment Program		

Note:

**please add rows as needed.*

1.4. CCSPP Goals and Actions

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

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

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

Goals and Actions

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

	<u>Cohorts 1-3 only:</u> 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:	Yes No	Attendance & Absenteeism Reduction		• Intervention Specialist Home Visits • Phone calls home • Door hangers left on homes that did not answer • Positive bases rewards for improved attendance
Goal 2:	Yes No	Social-Emotional Well-Being & Mental Health		• Social workers work with students and families of the most needy students • Home visits • Referrals as needed for students and families
Goal 3:	Yes No	Academic Achievement & Student Learning		• In Progress • Focus on data and assessments to monitor students' progress

				Focus on students' engagement with Kagan strategies
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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
- 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 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	SY 2025-2026 (report numeric values only)	Desired Outcome (SY 2026-2027)
Goal 1: If you have more than one metric for Goal 1, please add here.	Chronic absenteeism rates		20.1%		Data not yet available	17%
Goal 2: If you have more than one metric for Goal 2, please add here.	Socio-Emotional Support		91		Data not yet available	
Goal 3: If you have more than one metric for Goal 3, please add here.	Proficiency scores, English Language Arts and Mathematics		ELA 18.07% Exceeds LEA 28.15% Met Math 2.09% Exceeds Math 12.55% Met		Data not yet available	

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

While participating in the consortium, we transitioned from online coaching to utilizing local instructional coaches to support math teachers. Monthly unannounced classroom observations, followed by reflective conversations with teachers focused on instructional pedagogy, have strengthened the quality of initial instruction.

The use of Intervention Specialists to support student check-ins before school and during lunchtime has positively impacted relationship-building with students and contributed to improved attendance throughout the school day.

Expanding community schools through the use of local resources involves leveraging the unique strengths and assets within the community to enhance educational opportunities and provide comprehensive support services. This approach addresses not only academic achievement, but also the social, emotional, and health-related needs of students. Key community partnerships include local businesses, nonprofit organizations, healthcare providers, and health services. In addition, local government agencies can support schools by aligning services with identified campus needs, including the provision of Social Workers, Intervention Specialists, and Mental Health Professionals. Intervention Specialists primarily assist with attendance concerns, while Social Workers help address students' social and emotional needs.

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: 0

There was a slight decline this year in school climate ratings among teachers and staff, while family responses on the school climate survey remained unchanged from the previous year. Although these results indicate areas of concern, they also provide valuable insight into where additional support and focus are needed. We remain committed to continuously improving the overall school climate for students, staff, and families by fostering a more positive, collaborative, and supportive school environment.

To address staff concerns, we will continue to prioritize open communication, opportunities for collaboration, and increased staff involvement in decision-making processes. Providing ongoing professional development, recognizing staff contributions, and creating opportunities for meaningful feedback will help strengthen morale, trust, and workplace satisfaction. In addition, we will continue to focus on building positive relationships among staff members and between staff and administration to create a culture of mutual respect and shared

responsibility.

For families, we will work to strengthen engagement opportunities and improve communication between home and school by increasing outreach efforts, expanding access to resources, and creating more welcoming opportunities for family involvement on campus. We also recognize the importance of ensuring that students feel safe, connected, and supported throughout the school day. Continued implementation of student support services, mentorship opportunities, social-emotional supports, and relationship-building initiatives will help foster a stronger sense of belonging and connectedness across campus.

Through these collective efforts, we aim to create a school climate where all stakeholders feel valued, heard, respected, and empowered to contribute to a positive and successful school community.

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 how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?

We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

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

Your word count is: 0

Please 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):

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

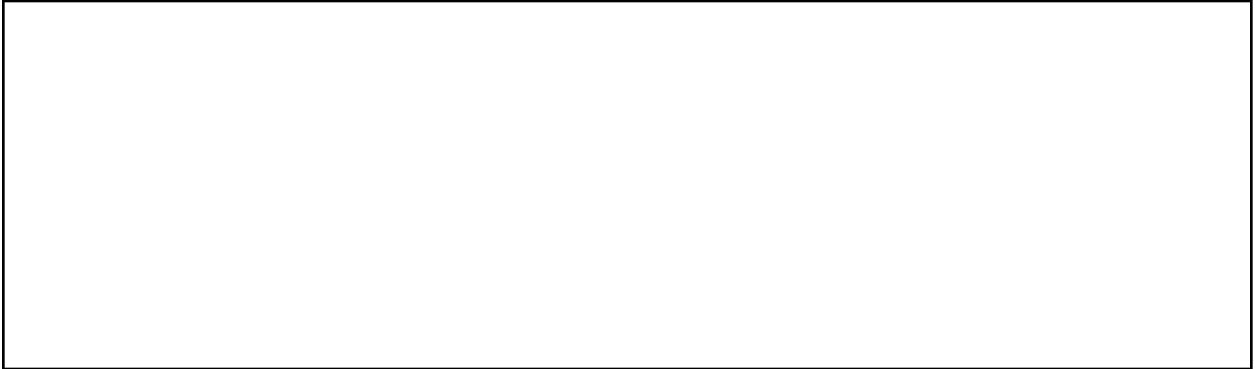
Your word count is: 0

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

Very useful
Useful
Somewhat Useful
Not Useful
Not at all useful

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

Your word count is: 0

A large, empty rectangular box with a thin black border, intended for the user to write their response.

2. Site Level Additional Documents and Evidence

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

CCSP 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 CCSP [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 CCSP 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://www.taftunion.org/information>

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

Yes
No

Was your CCSP 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 questions regarding the survey, please contact CDE staff at CCSPP@cde.ca.gov for assistance.

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