

CCSPP Annual Performance Report  
- Implementation- School Sites-  
2023-2024

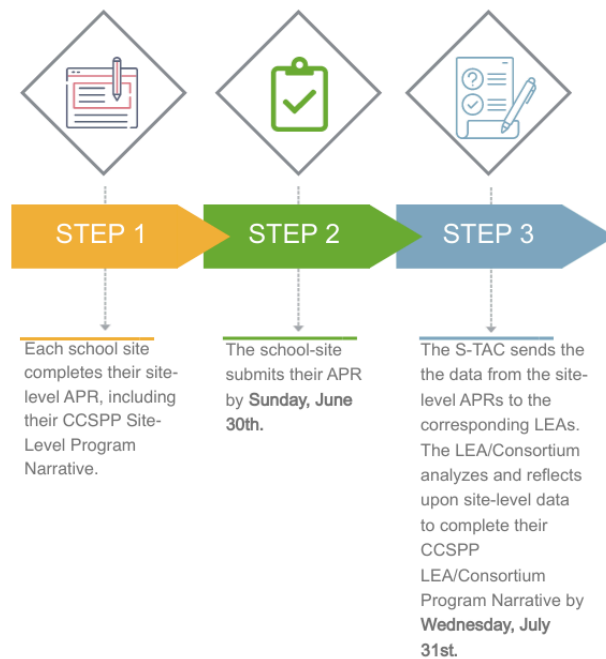
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# Introduction

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 each school site. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. The APR is intended to align with required annual update presentations on community school planning, including data and outcomes from the prior year at each school site. The APR is aligned with the California Community Schools Framework and also aligns with 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 LEA-level CCSPP Annual Progress reports, proceed through the following steps:

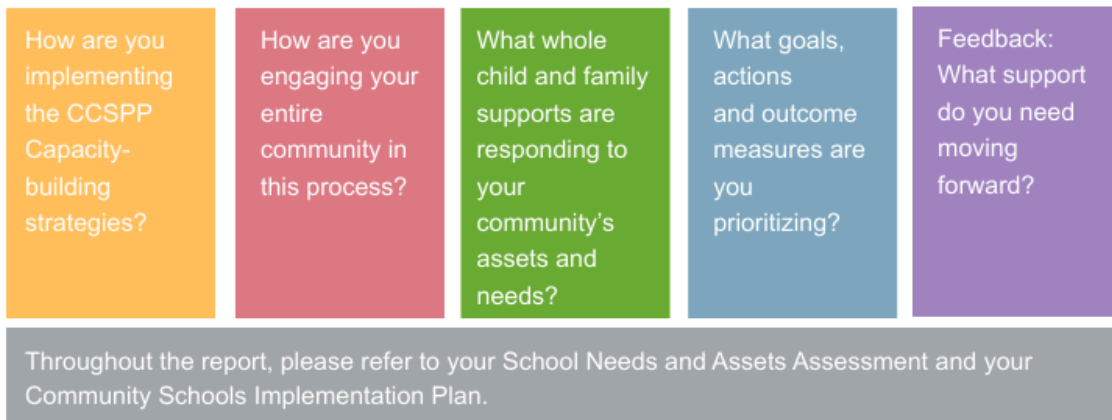


Please use [this form](#) to submit any questions you might have about how to complete this report.

# Section 1. CCSPS Grantee Details

School sites implementing the CCSPS must respond to the following prompts. This information will inform the completion of the LEA/Consortium Annual Progress Report, particularly their LEA/Consortium Program Narrative.

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



1.1. Select your California Community Schools Partnership Program (CCSPS) Cohort.

Cohort 1

Cohort 2

1.2. Select your Cohort 1 Grantee/Lead LEA Name.

▼ Achieve Academy ... Wonderful College Prep Academy

1.3. If your LEA name is not in the dropdown list, please enter your LEA name here: Woodbine Elementary School

1.4. Please enter your school name (type and select from the dropdown menu):

1.5. If your school name is not in the dropdown list, please enter your school name here: Woodbine Elementary School

1.6. Please provide your school CDS code. If you do not know your CDS code please find it [here](#).

CDS code (14 digits): 34 67439 6034334

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

Name: Stuart Bushnell
Job Title: Principal
Email: stuart-bushnell@scusd.edu

Phone number: 916-395-4910

1.8. Please indicate who has been involved in preparing your school's Annual Progress Report (Select all that apply)

- Principal
- Assistant Principal
- Community School Coordinator
- School Counselor/Social Worker/Psychologist
- Teacher(s)
- Instructional Coach
- Other staff
- Student(s)
- Parent/guardians(s)
- Community member(s)
- Community partner(s)
- Other (please specify): Student Support Coordinator

# Section 2 CCSP 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:

- 1) You read the description of each phase of growth and development below.
- 2) You identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development, from each of the lists provided in the questions below. You also have an opportunity to describe other types of evidence or artifacts you might have used.

Finally, you can refer to your optional [site-level self-assessment](#) to answer this section, but this is not required. You can also refer to the [Capacity-Building Strategies document](#).

## 2.1. Capacity-Building Strategies

### 2.1.1. Shared Commitment, Understanding and Priorities

2.1.1.1. Please indicate your current phase of growth and development. (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.

2.1.1.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase

of growth and development. (Select all that apply)

- Outreach materials
- Surveys
- Interview/focus groups
- Protocols used to create vision/graphic representation of vision

- Needs and Assets Assessment tools/participation rates
- Other (Write-In): Woodbine is in the preliminary stages, we hired in June for the Community school specialist.

## 2.1.2. Collaborative Leadership

2.1.2.1. Please indicate your current phase of growth and development. (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.

2.1.2.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase

of growth and development. (Select all that apply)

- Committee by-laws
- Team mapping
- Formal agreements
- Guiding documents, vision statements, decision-making protocols
- Team workplans and agendas
- Planning documents
- Other (Write-In):

## 2.1.3. Centering Community-Based Learning

2.1.3.1. Please indicate your current phase of growth and development. (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.

2.1.3.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase

of growth and development. (Select all that apply)

- 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 rates
- Family and community engagement
- Professional development
- Other (Write-In):

## 2.1.4. Sustaining Staff and Resources

2.1.4.1. Please indicate your current phase of growth and development. (Select one)

- Visioning:** Schools recognize the important role that all site educators play in successful implementation. Teams acknowledge requisite mindsets and identify staffing 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. 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 foster a community culture where community schooling is ingrained as the standard approach to education. Initiatives are closely linked to the community schools approach and are integrated into continuous improvement cycles aligned with the SPSA/LCAP, ensuring a unified focus on enhancing student outcomes.

2.1.4.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase

of growth and development. (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
- Other (Write-In):

## 2.1.5. Strategic Community Partnerships

2.1.5.1. Please indicate your current phase of growth and development. (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.

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

- Contract agreements/MOUs/Service Delivery Applications
- Service utilization rates
- School climate surveys
- Feedback from existing service providers and partners
- Increased reports of student and family wellbeing
- Other (Write-In):

## 2.1.6. Reflection

Please reflect on what you have accomplished with respect to one or more of the capacity-building strategies. 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

Woodbine has had Integrated Student Supports, Family and community engagement and Extended Learning opportunities available to our school community as part of our current practice. We are in the process of beginning collaboration with the newly-hired Community Schools Specialist. The CS Specialist will have access to leaders in the above-mentioned areas, as well as results from Kelvin student surveys regarding school climate and current and ongoing professional development for school administration and CS specialist.

## 2.2. CCSPP Engaging Educational Partners

2.2.1. 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 the extent to which you have engaged different groups and select all the processes you used to engage them 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 are used in engaging the different school community groups.

Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)

	What percentage of each of the following groups was engaged in developing your community school at any point during the process? (Select one)	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)	[Optional] Please use this space for additional information you would like to share.
Administrators	<input type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input checked="" type="checkbox"/> 75-100%	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input checked="" type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> School council/steering committee meetings <input checked="" type="checkbox"/> Other meetings <input checked="" type="checkbox"/> School events <input type="checkbox"/> Other (please specify):	
Certificated staff	<input type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input checked="" type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> School council/steering committee meetings <input type="checkbox"/> Other meetings <input type="checkbox"/> School events <input type="checkbox"/> Other (please specify):	
Classified staff	<input type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input checked="" type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> School council/steering committee meetings <input type="checkbox"/> Other meetings <input type="checkbox"/> School events <input type="checkbox"/> Other (please specify):	
Students	<input type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input checked="" type="checkbox"/> 75-100%	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> School council/steering committee meetings <input type="checkbox"/> Other meetings	

		<input type="checkbox"/> School events <input type="checkbox"/> Other (please specify):	
Family members	<input type="checkbox"/> 0% <input checked="" type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> School council/steering committee meetings <input type="checkbox"/> Other meetings <input type="checkbox"/> School events <input type="checkbox"/> Other (please specify):	
Community members	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> School council/steering committee meetings <input type="checkbox"/> Other meetings <input type="checkbox"/> School events <input type="checkbox"/> Other (please specify):	
Community partners	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> School council/steering committee meetings <input type="checkbox"/> Other meetings <input type="checkbox"/> School events <input type="checkbox"/> Other (please specify):	

2.2.2. Please reflect on your engagement of historically marginalized student and family groups (these groups might include: families or students from racially marginalized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners or newcomers, etc.). To answer this question please:

- Write in the historically marginalized student and family group as your school defines it.
- Rate the extent to which you have engaged members of this group in developing your community school at any point during the process.
- Provide a brief description of how you have engaged this group thus far.

We ask that you include at least 2 groups, but there are additional spaces to reflect the specific characteristics of your school community.

	What percentage of each of the following groups was engaged in developing your community school at any point during the process?	How are you engaging this student and family group?
Group 1: _____	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	Woodbine has not yet begun engaging marginalized groups as the Community Schools role has just been filled. This will begin taking place in September 2024.
Group 2:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	
Group 3:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	
Group 4:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	
Group 5:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	
Group 6:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74%	

	<input type="checkbox"/> 75-100%	
Group 7:	<input checked="" type="checkbox"/> 0% <input type="checkbox"/> 1-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	

## 2.3. CCSPP Whole Child and Family Supports Inventory

2.3.1. To make progress toward CCSPP goals, grantees may provide a range of whole child and family supports (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 or Needs and Assets Assessment.

Potential Support	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) (1)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health Screening and Services (2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nutrition Services and Support (3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic Support (tutoring, specialist, etc.) (4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Counseling Center (5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Multi-Tiered System of Support (6)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Coordination of Services Team (e.g., COST team) (7)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Before School (times/services) (8)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
After School (times/services) (9)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Summer Programs (10)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

During School (learning pathways, differentiated instruction, lab times, etc.) (11)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher Leadership Development and Opportunities (12)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Parent Leadership Development and Opportunities (13)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Leadership Development and Opportunities (14)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shared Decision-Making Bodies that center the voices of students, families and community (15)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Home Visits (17)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Positive Behavioral Supports (19)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Project-Based Learning (22)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community-Based Curriculum, Pedagogy, and Projects (24)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personalized Learning Plans (25)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other: (Write in) (28)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other: (Write in) (29)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other: (Write in) (30)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.3.2. For the supports that you selected as part of your Community Schools Implementation Plan or Needs and Assets Assessment, please identify the following:

- a) Select the box in column A if you were already implementing a support prior to CCSP and then you integrated it into your community schools work,
- b) Select the box in column B if you expanded partnerships during the grant period,
- c) Select the box in column C if training or professional development in that area occurred during the grant period,
- d) Select the box in column D if you expanded your capacity of offering the support during the grant period (for example, you increased offerings, hired new staff, etc.),
- e) Select the box in column E if you have collected data and tracked improvement for a support during the grant period.

Next, indicate the primary funding source you are exploring to ensure the sustainability of this support.

Potential support <i>(copy and paste the supports that you identified as part of your Community Schools Implementation Plan / Needs and Assets Assessment -those answered "Yes" in the question above)</i>	Previously implemented and now integrated into the community schools work					Please select the primary funding source you are exploring to ensure the sustainability of this support.	If you selected "other" for the funding source, please specify:
	A. Previously implemented and now integrated into the community schools work	B. Expanded partnerships	C. Provided training / professional development	D. Expanded capacity to offer support	E. Collecting data and tracking improvement		
<i>e.g., Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>(Options see below)</i>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

*Note: We are in the Visioning stage and more information will be available during the 24-25 school year.  
\*please add rows as needed.*



\*Funding sources listed in the APR survey:

- Children and Youth Behavioral Health Initiative (CYBHI)
- Learning-Aligned Employment Program
- Regional K-16 Education Collaboratives Grant Program
- California Economic Resilience Fund
- California Community Schools Partnership Program
- Golden State Pathways Program
- Expanded Learning Opportunities Program
- Dual Enrollment (College and Careers Access Pathways Grant)
- CaliforniansForAll Youth Jobs Corps
- CC Strong Workforce
- K-12 Strong Workforce
- HE Basic Needs Funding
- Educator Effectiveness Block Grant
- TK and California State Preschool Program
- High Road Training Partnerships
- Learning Recovery Emergency Block Grant
- A-G Completion Improvement Grant Program
- Other

## 2.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, the school's shared leadership structure prioritizes the topics, goals, and/or challenges emerging from the deep Needs and Assets Assessment that you referenced in the previous section. These topics, goals and/or challenges should form the initial focus areas for transformation for the community schools work. We understand these are early years of implementation of the grant and as such it is likely that learning might be centered around CCSPP processes, while outcomes might take longer to be fully achieved. This is expected and we encourage you to be honest in your responses to capture growth over the period of the grant.

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.).

### 2.4.2.a. 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 also consider how each goal and action influences CCSPP outcome areas including:

- 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 surveys
- Other locally determined measures

Please provide baseline data, data for the 2023-2024 school year (Year 2) and your desired outcome for Year 3, on the indicators that are relevant to each of your developed goals. These

school-level outcomes can be reported per school site, as well as disaggregated by student group.

**Cohort 2**

**2.4.1.b..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.

	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 2023-2024 to meet this goal
Goal 1	Partner with agencies that can provide information and referrals regarding health and mental health concerns.	Hired Community Schools Specialist
Goal 2	Grow capacities for teachers providing SEL lessons in the classroom	Hired Community Schools Specialist
Goal 3	Enhance existing Positive Behavior Intervention Supports (PBIS) on site	Hired Community Schools Specialist

**2.4.2.b. 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 also consider how each goal and action influences CCSPP outcome areas including:

- 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 surveys
- Other locally determined measures

Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals. These school-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Baseline (SY 2022-2023)	Year 1 Outcome (SY 2023-2024)	Desired Outcome for Year 2 (SY 2024-2025)
Partner with agencies that can provide information and referrals regarding health and mental health concerns.	Beginning/Visioning	Had past partnerships with Southpointe Christian Center, La Familia Counseling Center, Food Literacy Center and Center for Oral Care		

<p>Grow capacities for teachers providing SEL lessons in the classroom</p>	<p>Beginning/Visioning</p>	<p>Teachers received pre-service trainings on SEL concepts</p>		
<p>Enhance existing Positive Behavior Intervention Supports (PBIS) on site</p>	<p>Beginning/Visioning</p>	<p>School received training from SCOE regarding PBIS implementation</p>		
<p>If you have more than one metric per goal please add them in this line. Use the space below to indicate the goal it relates to.</p>				
<p>If you have more than one metric per goal please add them in this line. Use the space below to indicate the goal it relates to.</p>				

**COHORTS 1 AND 2**

**2.4.3. Goal Analysis**

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming year (SY 2024-2025) that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation

of these actions, considerations of how effective specific actions were in making progress toward the goal as well as identified areas of growth and any solutions you developed. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

No goals have been changed at this time as we are still in the Visioning Stage.

## 2.5. CCSPP Feedback and Improvement

2.5.1. To inform 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
- Family and Community Engagement
- Collaborative Leadership Practices for Educators and Administrators
- Other \_\_\_\_\_

2.5.2. [Optional] Please use this space to share your best practices related to any of the sections above (capacity building strategies, engaging educational partners, whole child supports inventory or CCSPP goals) with the California Department of Education and the field at large. We suggest you provide a narrative of up to 300 words.

Best practices yet to be established.

## Section 3. Site Level Attachments

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

### **CCSPP implementation plan (2023-2024) for your school site**

You can use the [CCSPP Implementation Plan template](#). Please upload your implementation plan in a PDF format in [this link to a Box folder](#). **Include your school name and CDS code in the name of the file.**

### **Evidence that the CCSPP implementation plan was presented to your school community.**

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

Insert URL link(s)
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### **Preliminary sustainability plan (only for cohort 1 grantees)**

You can use the [CSPP Sustainability Plan Template](#) (it is optional to use this template, but you have to submit a preliminary sustainability plan). We understand the plan is not a static document, so please submit your shareable link below as it stands at the time of your APR submission.