

CCSPP Annual Performance Report
- Planning Grants -
2023-2024

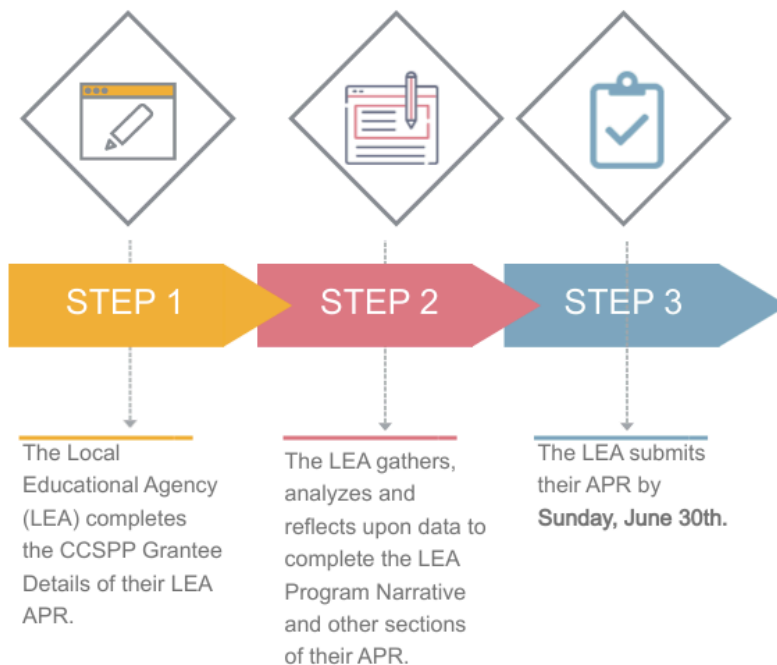
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Introduction

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. This report should be developed by the local educational agency's (LEA's) CCSPP shared decision-making team or council to ensure participation from students, staff, families, and community partners. The APR encourages grantees to identify and reflect on areas for growth, learning and evidence of progress. 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 planning grant CCSPP Annual Progress report, proceed through the following steps.



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

Section 1. CCSPP Grantee Details

This section is to be filled out by the LEA.

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

☒ Cohort 1

☐ Cohort 2

1.2. Select your Cohort 1 (or Cohort 2) 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:

1.4. Enter your Grantee/Lead LEA CDS code _____

1.5. The annual report must be submitted by the CCSPP lead or an individual with LEA authority. Indicate who is submitting this report.

Name: Rob Hudson
Title: Interim Superintendent
Email: rhudson@ducor.k12.ca.us
Phone number: 559-534-2261
Date submitted: June 17, 2024

Section 2. Program Narrative

The grantee must respond to the following prompts. We suggest you provide a narrative of approximately 300-600 words per prompt. Please reflect upon what was submitted in the application to complete the two prompts below as well as provide a summary of your successes and identified needs.

2.1. Reflections: Successes

Describe your successes and/or progress based on a review of the planning process.

Your word count is currently: 0

Successes: We have hosted regular meetings amongst leaders in each of the four districts. These meetings have expanded to include other staff this past year. Additionally, we have developed an advisory body made up of district staff and community partners, inclusive of nonprofits, government agencies, and individuals. This body meets three times annually. The team has selected two problems to address: (1) Community partners often share flyers/announcements about their services at community gatherings, school events, and in meetings. This is helpful, but we wonder how services might be enhanced with more deliberate planning among the school and community partners -- moving from information sharing to coordinated planning and outcome tracking. (2) There are many partners providing behavioral health services: the school itself, the county office, and a number of community providers. How do we know students and families are getting "the right" support and that that support is consistent?

Progress: The team has worked with students, parents, and staff to problem solve around these areas. The collective hosted a behavioral health panel, engaged in a root-cause analysis, and collected behavioral health survey data to better coordinate services. The group has strategically selected Strathmore Union School District to be the lead LEA for the consortium as the district has more capacity than Ducor. The project has hired for many new positions in preparation for the implementation phase of the work, including a director to spearhead efforts.

2.2. Reflections: Identified Needs

Describe any areas that need improvement based on the planning process thus far. Use Dashboard and local data, including any areas of low performance and significant performance gaps among student groups based on Dashboard indicators.

Your word count is currently: 0

The team has identified three key areas for community school investment: mental health, community partnerships, and literacy. Mental health and community partnerships are intended to improve student attendance and engagement. With chronic absenteeism, the districts have a collective ____% rate. Across the consortium, 14 subgroups score orange or red for ELA results, having Students with Disabilities and English Learners generally scoring the lowest. It is the measure with the most subgroups scoring red/orange. One centering question - How do we ensure the highest quality reading instruction is provided to multilingual learners? How do we work more collaboratively with parents/caregivers or afterschool programs to stress the importance of literacy?

Further, resources and roles that are commonplace in many urban and suburban districts do not exist in rural spaces due to state funding formulas. This puts small districts in a tricky situation when taking on larger initiatives. There is a definite need for the resource, but the design/framework for the dollars does not always correspond to a small, rural reality. This is why Ducor is transitioning the lead responsibility to Strathmore during the implementation grant. We believe a consortium will help alleviate some of the burden and allow for shared roles/programs across districts. The Director will be tremendous asset to this work.

Ducor $34 + 5 / 171 = 22.81\%$

Alpaugh $137 / 374 = 36.63$ last year data

Strathmore $91 + 30 / 756 = 16\%$

TB $123 + 26 / 772 = 19.3\%$

All $248 + 61 + 137 / 2,073 = 18.19\%$ (using alpaugh last year data 0

2.3. [Optional]

Please use this space to share your CCSPP best practices with the California Department of Education and the field at large.

Your word count is currently: 0

2.4. CCSPP Engaging Educational Partners

2.4.1. 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, families and community partners.

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	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☒ 75-100%	☐ Surveys ☒ One-on-one interviews ☒ Focus groups ☒ Visioning exercises ☒ School council/steering committee meetings ☒ Other meetings	

		☒ School events ☐ Other (please specify):	
Certificated staff	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☒ 75-100%	☒ Surveys ☐ One-on-one interviews ☐ Focus groups ☐ Visioning exercises ☒ School council/steering committee meetings ☒ Other meetings ☒ School events ☐ Other (please specify):	
Classified staff	☐ 0% ☐ 1-24% ☐ 25-49% ☒ 50-74% ☐ 75-100%	☒ Surveys ☐ One-on-one interviews ☐ Focus groups ☐ Visioning exercises ☒ School council/steering committee meetings ☒ Other meetings ☐ School events ☐ Other (please specify):	
Students	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☒ 75-100%	☒ Surveys ☒ One-on-one interviews ☐ Focus groups ☐ Visioning exercises ☐ School council/steering committee meetings ☐ Other meetings ☐ School events ☐ Other (please specify):	
Family members	☐ 0% ☐ 1-24% ☐ 25-49% ☒ 50-74% ☐ 75-100%	☒ Surveys ☒ One-on-one interviews ☐ Focus groups ☒ Visioning exercises ☒ School council/steering committee meetings ☒ Other meetings ☐ School events ☐ Other (please specify):	

Community members	☐ 0% ☒ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☐ Surveys ☐ One-on-one interviews ☐ Focus groups ☒ Visioning exercises ☐ School council/steering committee meetings ☒ Other meetings ☐ School events ☐ Other (please specify):	
Community partners	☐ 0% ☐ 1-24% ☒ 25-49% ☐ 50-74% ☐ 75-100%	☒ Surveys ☐ One-on-one interviews ☐ Focus groups ☒ Visioning exercises ☐ School council/steering committee meetings ☒ Other meetings ☒ School events ☐ Other (please specify):	

2.4.2. 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: Latino	☐ 0% ☐ 1-24%	Surveys in English and Spanish, brief interviews at school events, participants in collectives meetings, school site council,

	☐ 25-49% ☒ 50-74% ☐ 75-100%	and DELAC/ELAC.
Group 2: Low-income students & families	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☒ 75-100%	Surveys and LCAP community partner meetings, school site council, collective meetings
Group 3: Multilingual Learners	☐ 0% ☐ 1-24% ☒ 25-49% ☐ 50-74% ☐ 75-100%	ELAC/DELAC meetings, survey materials in Spanish,
Group 4:	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	
Group 5:	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	
Group 6:	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	
Group 7:	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	

2.5. CCSPP Whole Child and Family Supports Inventory

2.5.1. 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)	☒	☐
Mental health Screening and Services (2)	☒	☐
Nutrition Services and Support (3)	☐	☒
Academic Support (tutoring, specialist, etc.) (4)	☒	☐
Counseling Center (5)	☒	☐
Multi-Tiered System of Support (6)	☒	☐
Coordination of Services Team (e.g., COST team) (7)	☒	☐
Before School (times/services) (8)	☒	☐
After School (times/services) (9)	☒	☐
Summer Programs (10)	☒	☐
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	☒	☐
Teacher Leadership Development and Opportunities (12)	☒	☐
Parent Leadership Development and Opportunities (13)	☒	☐
Student Leadership Development and Opportunities (14)	☒	☐

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

2.5.2. 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 CCSPP and integrated it into your community schools work,
- b) Select the box in column B if you plan to expand partnerships during the planning and implementation period,
- c) Select the box in column C if training or professional development in that area will occur during planning and implementation.

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. Plan to expand partnerships	C. Plan to provide training / professional development		
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	☐	☒	☐	CCSPP, LCAP	
Mental health Screening and Services (2)	☐	☒	☐	CCSPP, LCAP, Block grant	
Academic Support (tutoring, specialist, etc.) (4)	☐	☒	☐	CCSPP, ELOP	
Counseling Center (5)	☐	☒	☐	CCSPP	
Multi-Tiered System of Support (6)		X			
Coordination of Services Team (e.g., COST team) (7)		X			

Before School (times/services) (8)		X		ELOP,	
After School (times/services) (9)		X		ELOP, CCSPP	
Summer Programs (10)		X		ELOP, CCSPP	
During School (learning pathways, differentiated instruction, lab times, etc.) (11)		X	X	CCSPP	Things like Rtl, walk to learn and reading intervention
Teacher Leadership Development and Opportunities (12)			X	LCAP	
Parent Leadership Development and Opportunities (13)			X	CCSPP	
Student Leadership Development and Opportunities (14)			X	LCAP, CCSPP	
Shared Decision-Making Bodies that center the voices of students, families and community (15)		X		CCSPP	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)		X		CCSPP	
Home Visits (17)		X		LCAP, CCSPP	

Positive Behavioral Supports (19)		X		LCAP	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)		X		CCSPP, LCAP	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)		X		LCAP	
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)		X		LCAP	

*Note: *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

2.6. 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 the early years of planning 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.).

COHORT 1 — PLEASE ONLY COMPLETE THIS IF YOU ARE IN COHORT 1 —

2.6.1.a. 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.

	Was this goal submitted with the first APR?	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	(Optional) Brief explanation of the action(s), if any, that you took in the SY 2023-2024 to plan for and/or to support meeting this goal.
Goal 1	☒ Yes ☐ No	Improve access and quality of mental health services for students and families	Hosted community collective to analyze challenges with referring

			to partners for mental health services and reducing mental health stigma
Goal 2	☒ Yes ☐ No	Decrease the number of schools and student groups scoring red or orange on the California dashboard	Organize for removing barriers to learning. Initiate hiring for mental health, nursing, community partnership, and literacy programs.
Goal 3	☒ Yes ☐ No	Increase access to community programs and extracurricular activities	Key area of the community schools focus is community programming and extracurriculars

2.6.2.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 on the indicators that are relevant to each of your developed goals.

	Metric(s)	Baseline (SY 2022-2023)	Year 1 Outcome (SY 2023-2024)
Goal 1: Reduce chronic absenteeism by 3% annually.	Chronic absenteeism report CALPADS 14.1	24.7%	
Goal 2: Reduce the number of student groups scoring red or orange on dashboard by two annually	California School Dashboard	42	Pending
Goal 3: Increase access to community programs and extracurricular activities	Survey to parents and students		
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.			
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.			

Cohort 2 — PLEASE ONLY COMPLETE THIS IF YOU ARE IN COHORT 2 —

2.6.1.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 4 above.

	Description	Brief explanation of how the LEA has developed this goal and whether it relates to the Needs and Assets Assessment.	(Optional) Brief explanation of the action(s), if any, that you took in the SY 2023-2024 to plan for and/or to support meeting this goal.
Goal 1			
Goal 2			
Goal 3			

2.6.2.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 mentioned above in the CCSPP.

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 on the indicators that are relevant to each of your developed goals.

	Metric(s)	Baseline (SY 2022-2023)
Goal 1:		
Goal 2:		
Goal 3:		
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.		
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.		

COHORTS 1 AND 2

2.6.3. 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 barriers or challenges and any solutions you developed. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

We have narrowed the scope of our work to focus on mental/physical health, literacy, and community programs. We are using three student outcome measures to understand the extent to which these investments are impacting the system. To measure mental/physical health, we are measuring chronic absenteeism. To measure literacy, we are looking at the California School Dashboard for both growth and status. Nearly all activities will be reflected in the dashboard, but we will place a special emphasis on the ELA and English Learner progression indicators. And, community programs/activities access will be reflected in community survey data.

We are working to get a similar survey question across for multiple districts with the question for parents/students: I regularly participate in extra-curricular activities offered through the school, such as clubs, organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

2.7. CCSPP Feedback and Improvement

2.7.1. 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 _____

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

Your word count is: 0