



STATE TRANSFORMATIONAL ASSISTANCE CENTER FOR COMMUNITY SCHOOLS

2024–2025 CCSPP Annual Progress Report

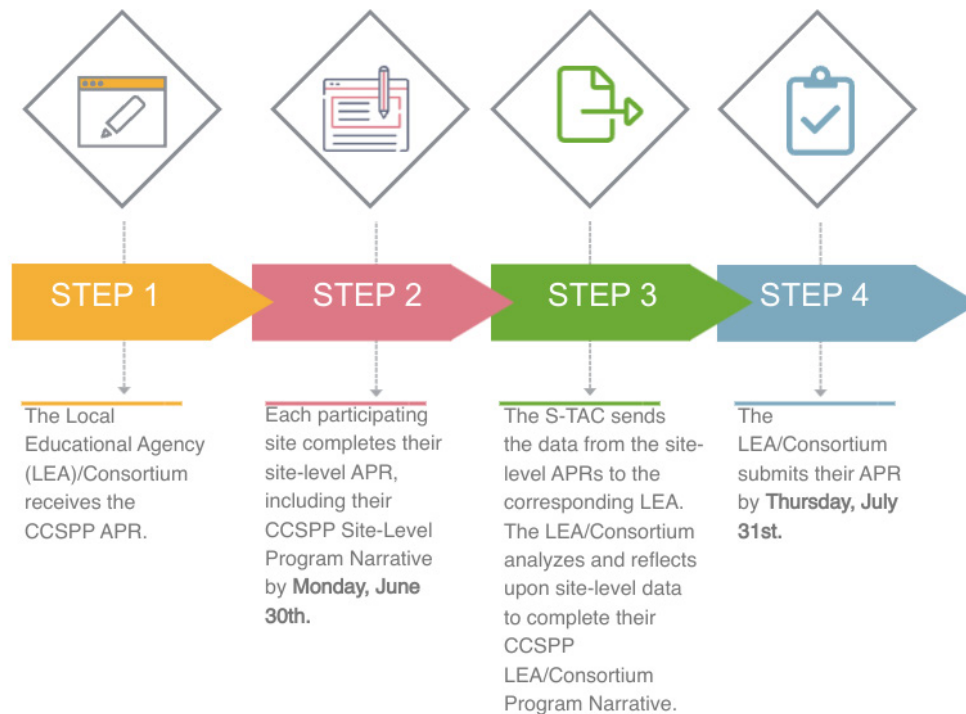
Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Only one report is required per school site. All questions in this report have to be answered unless marked as [Optional]. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An [APR Visualization tool](#) and a [summative report](#) are developed and posted each year with APR findings for LEAs and RTACs. The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site. Please reference the [CA School Dashboard](#) as you consider and reflect upon your progress and CCSPP outcomes. The APR is aligned with the California Community Schools Framework and resources provided by the State Transformational Assistance Center (S-TAC) including the [Community Schools Implementation Plan Template](#), the [Community Schools Needs and Assets Assessment \(NAA\) Guide](#), the [Whole Child and Family Supports Inventory](#) and the [Capacity Building Strategies: A Developmental Rubric](#), that are available for optional use by grantees.

The report can be completed over multiple sessions if needed, however, please use the same device and browser to pick up where you left off. To complete the site-level and local educational agency (LEA)-level CCSPP Annual Progress reports, proceed through the following steps. Please note that single-school grantees will need to complete both the site-level APR and LEA-level APR.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click [here](#)). For additional support, please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the [Tracker spreadsheet](#) on the "Schools" tab (click [here](#)).

To complete the site-level and LEA-level CCSPP Annual Progress reports, proceed through the following steps:

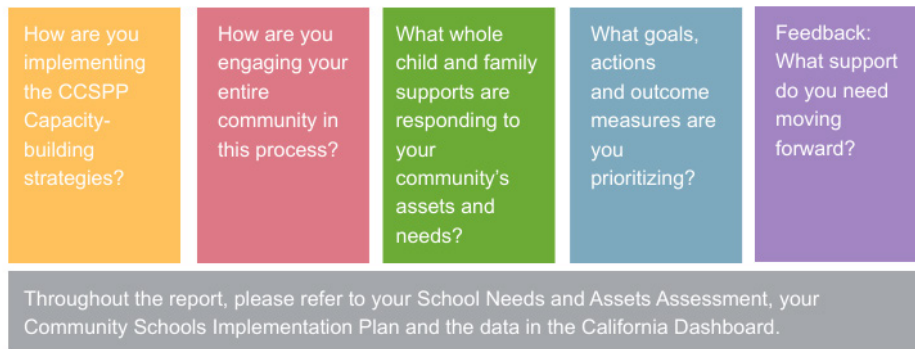


Section 1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRi!](#)" (click [here](#)). For additional support, please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the [Tracker spreadsheet](#) on the "Schools" tab (click [here](#)).

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



Please provide your school name using the options below. Start by selecting your region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the [Tracker spreadsheet](#) and check the "Schools" tab (click [here](#)).

Region	<input type="text" value="Capitol Area"/>
Cohort	<input type="text" value="Cohort 3"/>
LEA/Fiscal Agent	<input type="text" value="Yuba County Office of Education"/>
School Name (CDS Code)	<input type="text" value="Yuba County Career Preparatory Charter - 58 10587 5830112"/>

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).

<input type="text" value="58 10587 5830112"/>

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

Name	<input type="text" value="Nina Martinez"/>
Job Title	<input type="text" value="Director"/>
Email	<input type="text" value="Nina.martinez@yubacoe.k12.ca.us"/>
Phone number	<input type="text" value="530-749-4915"/>

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

- 1) Read the description of each phase of growth and development below.
- 2) Identify the artifacts or evidence you used to assess your current phase of growth and development, drawing from the lists provided in the questions below. Use the "other" option to describe evidence or artifacts not listed.
- 3) Refer to your optional [site-level self-assessment](#) to answer this section, though not required. You can also refer to the [Capacity-Building Strategies document](#).

You are not required to attach any of the artifacts or evidence identified in this question.

Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

Visioning

- ☒ **To ensure interest-holders understand and support the community school strategy, sites launch a comprehensive communications campaign, and utilize tools like surveys and elections to gauge commitment to the strategy. The site creates a plan for a deep needs and asset assessment and a robust baseline data portfolio.**

Engaging

- ☐ To ensure the voices of all interest-holders are a part of the community school process, a needs and assets assessment engages 75-100% of interest-holders in identifying a shared vision and top priorities. Results are shared through a findings report, leading to an implementation plan that includes indicators of success.

Transforming

- ☐ So that all interest-holders are engaging in collective action, teams are formed to address identified priorities from the needs and assets assessment. Teams foster innovation and possibility thinking-finding opportunities in complex issues. Teams regularly review data and celebrate growth and success.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

☒ **Outreach materials**

☒ **Surveys**

☐ Interview/focus group data from school staff

☐ Interview/focus group data from students and/or families

☒ **Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.)**

☐ Protocols used to create vision/graphic representation of vision

☒ **Needs and Assets Assessment tools/participation rates**

☐ Capacity-Building Strategies Self-Assessment tool

☐ Other (Please specify):

Centering Community-Based Learning

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

Visioning

- ☐ Sites create shared understanding around the core principles of community-based learning and work to provide the supportive environmental conditions that enable students to better engage in learning and cognitive processes (e.g, relationship-centered practices, social-emotional skill development, restorative practices)

Engaging

- ☒ **Educators' skill and self-efficacy to implement community-based learning, and to provide supportive learning environments is increased through robust, teacher-led professional learning and collaborative planning as well as curated learning resources and new structures (e.g., Advisory). Addressing the interests, strengths, and learning needs of vulnerable students is prioritized.**

Transforming

- ☐ Community-based learning in restorative, relationship-centered climates, forms the basis of the site's academic program with multiple, nontraditional measures of student growth and wellbeing used to monitor progress and growth. Learning is visible to all with families, communities, and partner sharing in success.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☐ Needs and Assets Assessment results
- ☒ **A site-specific framework for community-based teaching that elevate community assets**
- ☒ **School climate surveys**
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections
- ☒ **Student engagement or attendance rates**
- ☐ Family and community engagement or attendance
- ☒ **Community learning tours and/or home visits**
- ☐ Professional Development or training sessions
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Collaborative Leadership

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

Visioning

- ☐ In order to cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces of shared decision-making and identifies potential leaders and opportunities for increased voice.

Engaging

- ☒ **In order to build the capacity to share power and voice, schools launch or revamp school sites or governance councils that are diverse in composition and democratically-built.**

Transforming

- ☐ Student, educator and community voice is increased and operationalized across various spaces of shared decision-making. Major decisions are made through democratic engagement processes that are clear and transparent.

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

- ☐ Committee by-laws
- ☐ Team mapping
- ☐ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☐ Team workplans and agendas
- ☒ **Planning documents**
- ☒ **Survey data**
- ☒ **Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.)**
- ☐ School staff direct input (Interview/focus groups)
- ☐ Students and/or families direct input (Interview/focus groups)
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Sustaining Staff and Resources

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

Visioning

- ☒ **Schools recognize the important role that all site educators and resources play in successful implementation. Teams acknowledge requisite mindsets, staffing needs, and financial resources needed for successful community school implementation.**

Engaging

- ☐ Teams recruit diverse community school staff, including a CS coordinator/director, and re-imagine the traditional roles of principals and educators while securing sustainable funding sources. Schools track critical workforce and professional learning data (e.g., teacher retention rates, school climate surveys) to improve and maintain working environments where educators want to stay and grow.

Transforming

- ☐ Schools monitor culture, climate, and working conditions data to support staff retention and growth, ensuring a "whole teacher" approach. They collaborate with the LEA to develop and update a long-term funding plan that sustains staff, partnerships, programs, and facilities, and fully integrate the community school plan into the SPSA and other improvement plans for a unified approach to school transformation.

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

- ☐ Community school-aligned job descriptions
- ☒ **Roles and responsibilities document that includes a process for ongoing revision**
- ☐ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☒ **Councils or Committee meeting minutes (School Site Council, English Learner Advisory Council, Steering, etc.)**
- ☐ Professional development or training sessions
- ☒ **Teachers and staff surveys (e.g., school climate surveys)**
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☒ **Other (Write-In):**

YCCPCS is in the process of developing standard operating procedures for each job description and title.

Strategic Community Partnerships

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

Visioning

- ☐ Shared leadership teams map local assets to develop and disseminate a resource directory of current and potential partnerships that support learning experiences and the wellbeing of students. Partners understand the mutual benefits and impact of the community school strategy.

Engaging

- ☒ **The results of the needs and assets assessment process are used to create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services. Sites collaborate with partners to streamline service access and delivery.**

Transforming

- ☐ Community partnerships are strengthened and expanded through collaboration and a shared commitment to data-informed continuous improvement. Services and supports provided are embedded into existing systems and processes to improve access and coordination. Partnerships evolve based on changing needs and assets.

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

- ☐ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☒ **School climate surveys**
- ☐ Feedback from existing service providers and partners
- ☐ Partnership evaluations
- ☒ **Partners participation in school events**
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☒ **Increased reports of student and family wellbeing**
- ☐ Other (Write-In):

Please reflect on what you have accomplished this year with respect to one or more of the capacity-building strategies and how that accomplishment was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

YCCPCS has developed several deep partnerships to support its students and families. These include the Yuba Sutter Food Bank, Yuba Community College, and Yuba County One Stop, specifically the Workforce Innovation and Opportunity Act (WIOA). Additionally, YCCPCS provides several local Career-related field trips to engage our local employment landscape and provide opportunities for students to learn about locally based careers. These site visits include Sutter & Yuba County Courthouse, Sutter County Sheriff Department, 228 Union, Operating Engineers Union, Colusa Farm Show, Yuba Water Agency, etc. YCCPCS also shared Career Presentations from Emergency Medical Technicians, Licensed Vocational Nurses, Welders, HVAC Technicians, Barber and Cosmetology Program, Yuba County Human Resources, Yuba County Probation Victim Services, and Realtor & Loan Officers. Lastly, there are several job fairs that students attend, and they participate in volunteering with the Yuba Sutter Food Bank.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a “whole-child” school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your engagement with various groups in developing your community school. In your response, include the following:

1. An estimated number of participants per group that was involved during the planning and implementation process.
2. The total number of individuals within the identified group, as applicable.
3. Select all the processes you used to engage each group in developing your community school.

Please note that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the number of individuals in each category that were engaged in developing your community school at any time during the implementation process.	How many total individuals in this category do you have at your school?
	Number	Number
Administrators	1	1
Certificated staff	18	18
Classified staff	13	13
Students	100	100
Family members	100	0
Community members (members of the surrounding community that do not have an affiliation with the school.)	2	100
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	6	6

	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply.)							
	Surveys	One-on-one interviews	Focus groups	Visioning exercises	School council /steering committee meetings	Other meetings and forums	School events	Other
Administrators	☐	☐	☐	☐	☒	☒	☐	☐
Certificated staff	☐	☒	☐	☐	☒	☒	☐	☐
Classified staff	☐	☒	☐	☐	☐	☐	☐	☐
Students	☒	☐	☐	☐	☒	☐	☒	☐
Family members	☒	☐	☐	☐	☒	☐	☒	☐
Community members (members of the surrounding community that do not have an affiliation with the school.)	☐	☐	☐	☐	☒	☐	☐	☐
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	☐	☐	☐	☐	☐	☒	☒	☐

	If you selected other processes, please specify:
	Other (Write-In)
Administrators	<input type="text"/>
Certificated staff	<input type="text"/>
Classified staff	<input type="text"/>
Students	<input type="text"/>
Family members	<input type="text"/>
Community members (members of the surrounding community that do not have an affiliation with the school.)	<input type="text"/>
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	<input type="text"/>

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

To provide services through the one-stop WIOA program, YCCPCS holds various sessions to interact with candidates and identify areas for growth.

Please reflect on how your community schools work is shaped by the perspectives, assets, and needs of historically marginalized students and families.

In your response, include the following:

1. An estimate of how many individuals (e.g., students, caregivers, community members) from this group you have engaged in your community school development at any point during the implementation process
2. The total number of individuals within the identified group, as applicable
3. A brief description of how these individuals have been engaged. Examples include creating culturally inclusive spaces, fostering student leadership, hosting focus groups, etc.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Total number of individuals engaged in developing your community school at any point during the implementation process Number	Total number of individuals within the identified group Number	How are you engaging individuals (students and/or families) within the identified group Comments
English language learners	3	Auto-populated	CASP - incorporate ELL standards into each lesson plan to support their growth within the English language.
Students with disabilities	50	Auto-populated	Through the IEP process
Socioeconomically disadvantaged students	50	250	Food Bank, clothing, school supplies, bus passes, Housing assistance referrals, ID acquisition, resources in the community, Job Fairs, One Stop fieldtrips
Racially marginalized populations	20	20	Campus Wellness Center
Homeless youth	15	41	Working closely with the Yuba County Office of Education, credit reduction, housing services, assistance with PGE applications, and other local community resources depending upon the specific needs.
Foster youth	2	2	Working closely with Yuba County office of education, credit reduction, housing services, assistance with PGE applications and other

	Total number of individuals engaged in developing your community school at any point during the implementation process	Total number of individuals within the identified group	How are you engaging individuals (students and/or families) within the identified group
	Number	Number	Comments
Chronically absent students			local community resources dependent upon the specific needs.
	50	50	Home visits, bus passes, sst meetings, ongoing case management services.
Other 1 (Write-in): <input type="text"/>			
Other 2 (Write-in): <input type="text"/>			
Other 3 (Write-in): <input type="text"/>			

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see [Whole Child and Family Supports inventory](#)).

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

	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)	☐	☒
	Yes	No
After School (times/services)	☐	☒
Summer Programs	☒	☐
During School (learning pathways, differentiated instruction, lab times, etc.)	☒	☐

	Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)	
	Yes	No
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)	☒	☐
	Yes	No
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)	☒	☐

	Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)	
	Yes	No
Project-Based Learning	☒	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☐	☒
Community-Based Curriculum, Pedagogy, and Projects	☐	☒
	Yes	No
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) <input type="text"/>	☐	☐
Other: (Write in) <input type="text"/>	☐	☐
Other: (Write in) <input type="text"/>	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

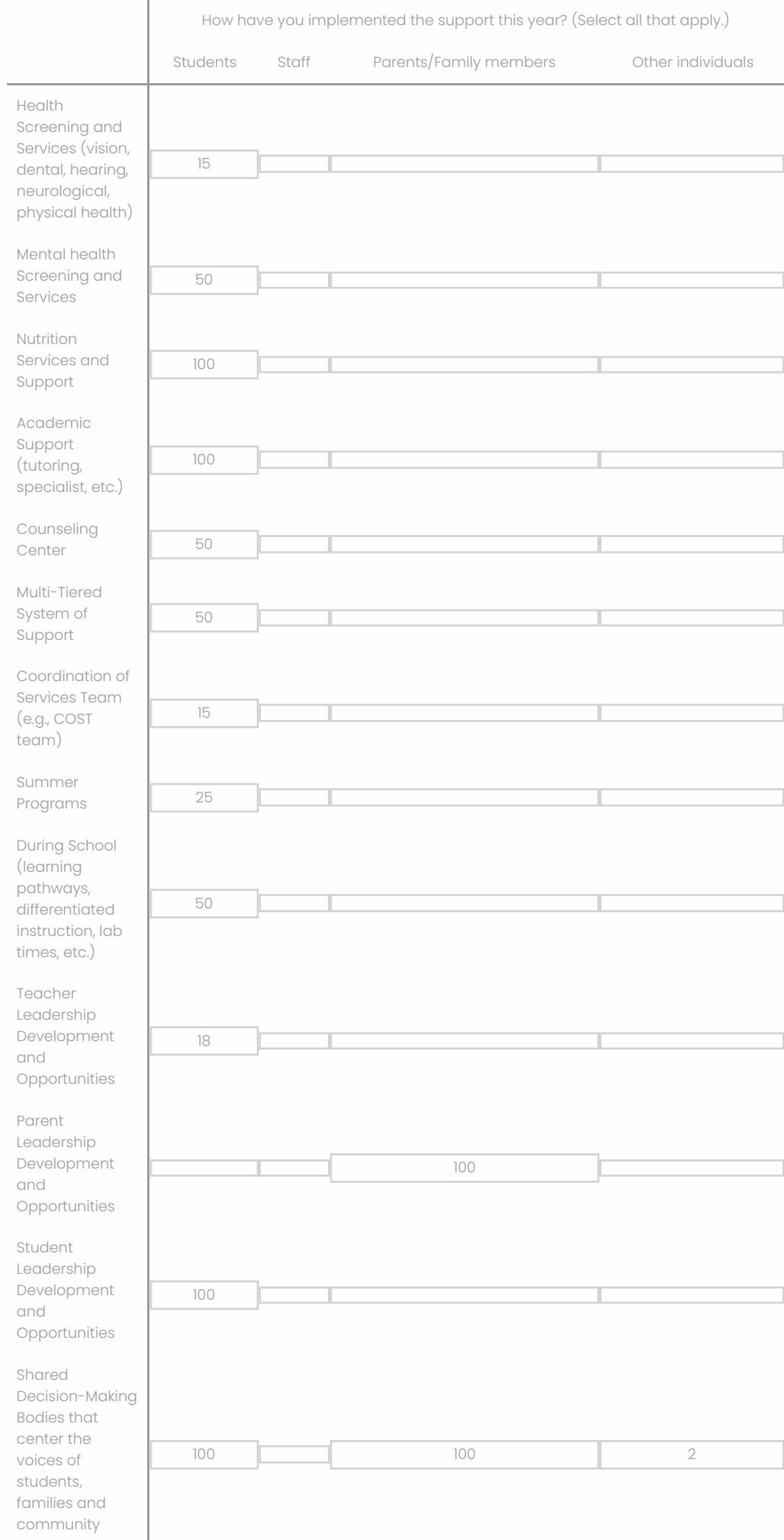
- 1. Indicate whether this support was newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools work.
- 2. Describe how the support was implemented during the past grant year. (Select all that apply.)
- 3. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories.
- 4. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
- 5. [Optional] Provide brief examples of key activities conducted as part of implementing this support.

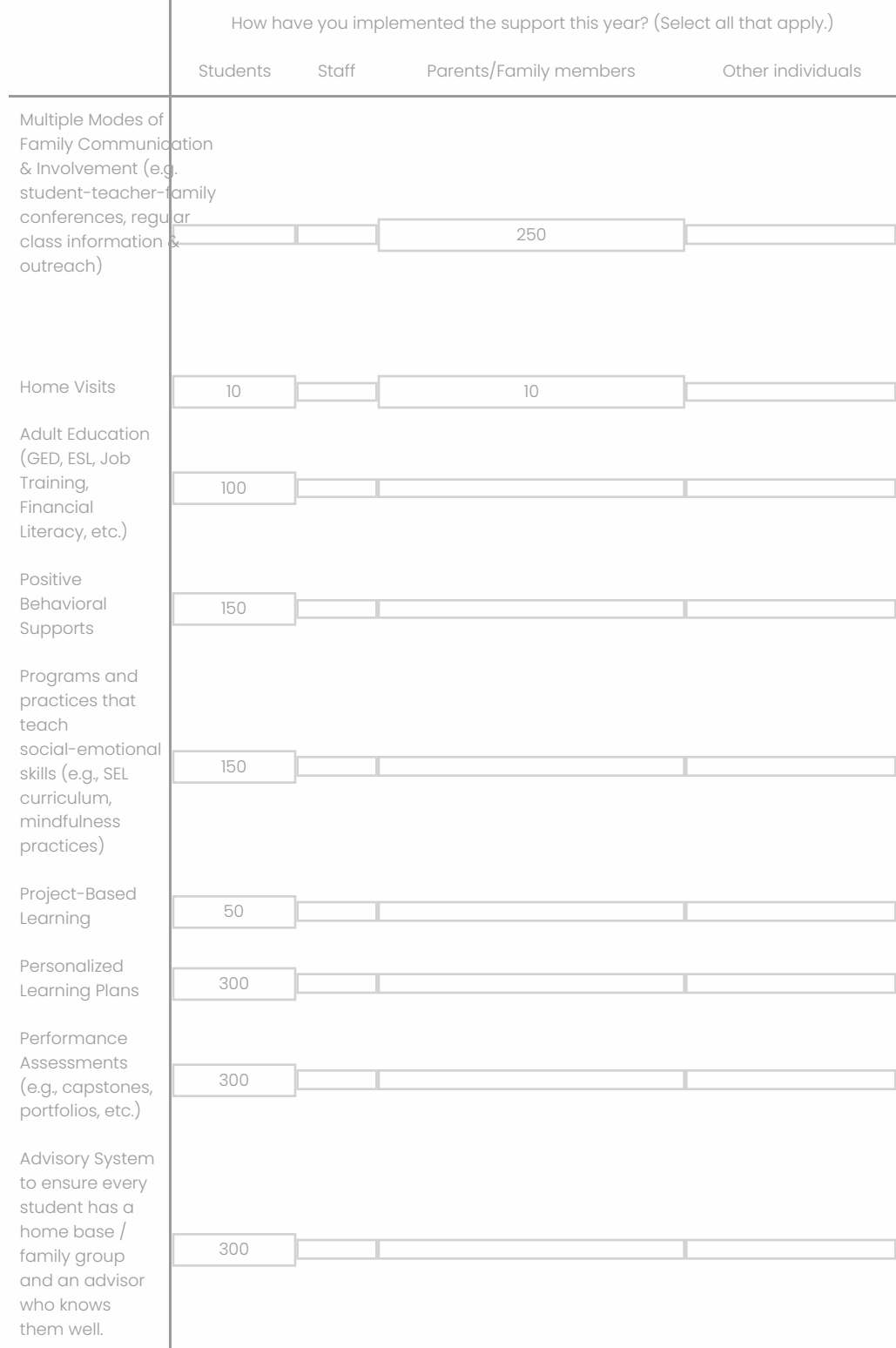
	When did you start implementing this support?
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Previously implemented and now integrated into the community school
Mental health Screening and Services	Previously implemented and now integrated into the community school
Nutrition Services and Support	Previously implemented and now integrated into the community school
Academic Support (tutoring, specialist, etc.)	Previously implemented and now integrated into the community school
Counseling Center	Previously implemented and now integrated into the community school
Multi-Tiered System of Support	Previously implemented and now integrated into the community school
Coordination of Services Team (e.g., COST team)	Previously implemented and now integrated into the community school

When did you start implementing this support?

Summer Programs	Previously implemented and now integrated into the community school
During School (learning pathways, differentiated instruction, lab times, etc.)	Previously implemented and now integrated into the community school
Teacher Leadership Development and Opportunities	Previously implemented and now integrated into the community school
Parent Leadership Development and Opportunities	Previously implemented and now integrated into the community school
Student Leadership Development and Opportunities	Previously implemented and now integrated into the community school
Shared Decision-Making Bodies that center the voices of students, families and community	Previously implemented and now integrated into the community school
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Previously implemented and now integrated into the community school
Home Visits	Previously implemented and now integrated into the community school
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Previously implemented and now integrated into the community school
Positive Behavioral Supports	Previously implemented and now integrated into the community school

	When did you start implementing this support?
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Previously implemented and now integrated into the community school
Project-Based Learning	Previously implemented and now integrated into the community school
Personalized Learning Plans	Previously implemented and now integrated into the community school
Performance Assessments (e.g., capstones, portfolios, etc.)	Previously implemented and now integrated into the community school
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	Previously implemented and now integrated into the community school





	In the past year, how many individuals were served? Please enter a number only in the applicable categories.
Health Screening and Services (vision, dental, hearing, neurological, physical health)	<input type="text"/>
Mental health Screening and Services	<input type="text"/>
Nutrition Services and Support	<input type="text"/>
Academic Support (tutoring, specialist, etc.)	<input type="text"/>
Counseling Center	<input type="text"/>
Multi-Tiered System of Support	<input type="text"/>
Coordination of Services Team (e.g., COST team)	<input type="text"/>
Summer Programs	<input type="text"/>
During School (learning pathways, differentiated instruction, lab times, etc.)	<input type="text"/>
Teacher Leadership Development and Opportunities	<input type="text"/>
Parent Leadership Development and Opportunities	<input type="text"/>
Student Leadership Development and Opportunities	<input type="text"/>
Shared Decision-Making Bodies that center the voices of students, families and community	<input type="text"/>

	In the past year, how many individuals were served? Please enter a number only in the applicable categories.
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	<input type="text"/>
Home Visits	<input type="text"/>
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<input type="text"/>
Positive Behavioral Supports	<input type="text"/>
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	<input type="text"/>
Project-Based Learning	<input type="text"/>
Personalized Learning Plans	<input type="text"/>
Performance Assessments (e.g., capstones, portfolios, etc.)	<input type="text"/>
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	<input type="text"/>

	<p>In addition to CCSPP, please select the main funding source you are leveraging for this support?</p>	<p>If you selected "other" for the funding source, please specify:</p>	<p>[Optional]: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.</p>
Health Screening and Services (vision, dental, hearing, neurological, physical health)	<p>YCOE nurse completes hearing, vision, and scoliosis screenings</p>		
Mental health Screening and Services	<p>On-Site School counselor, Mental Health Awareness, Student Re-entry plans</p>		
Nutrition Services and Support	<p>Partnership with MJUSD Food Services to provide Breakfast and Lunch to all students</p>		
Academic Support (tutoring, specialist, etc.)	<p>Two Paraeducators available to provide tutoring year-round, and 14 hrs a week set up for students to access a certified teacher to assist with completion of school work</p>		
Counseling Center	<p>School Counselor available onsite, Wellness Center with resources and activities</p>		
Multi-Tiered System of Support	<p>A Program Specialist connects students to support on campus to help students be successful, and individual learning plans</p>		
Coordination of Services Team (e.g., COST team)	<p>Program Specialists hold SST meetings to eliminate barriers and set specific expectations. Others are included, and their services are needed (school resources or community resources)</p>		
Summer Programs	<p>Summer school is available for 4 weeks.</p>		
During School (learning pathways, differentiated instruction, lab times, etc.)	<p>CTE courses available, a foundational math class</p>		
Teacher Leadership Development and Opportunities	<p>CCIS Conference, charter advisory council, staff development</p>		
Parent Leadership Development and Opportunities	<p>Charter Advisory Committee surveys twice a year.</p>		
Student Leadership Development and Opportunities	<p>Charter Advisory Committee, Student surveys, Food Bank volunteering, Field Trips</p>		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional]: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
Shared Decision-Making Bodies that center the voices of students, families and community	Charter Advisory Committee and surveys		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	ParentSquare - fliers of events & information sent frequently, Charter Advisory Committee		
Home Visits	Home visits as needed		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	One Stop FieldTrips, WIOA referrals, Personal finance course, Career field trips & presentations		
Positive Behavioral Supports	Award Ceremony twice a year		
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Wellness Room activities, Monthly Awareness activities, SEL lessons incorporated in Cohort class and in Student Success class		
Project-Based Learning	CTE _ Hands-on Projects		
Personalized Learning Plans	Individual learning plans - grad plans, IEP's		
Performance Assessments (e.g., capstones, portfolios, etc.)	Star Renaissance		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	Staff provide informal advisory, and Charter Advisory Council student representation		

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 some 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 plans.

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.

	Cohorts 1 and 2 only: Was this goal submitted with the previous APR?		Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal.
	Yes	No		
Goal 1 Integrated student supports and services.	☐	☒	Increase the resources for students and families to support students' social-emotional learning and mental health.	Implemented the CoVitality Survey. Supported attendance through home visits, SST to help with barriers Surveyed families to share their thoughts and feedback. Family Events:
				Awards Night (Sep) Awards Night (Feb) Annual Art Show and Chili Cook Off Splash Day CTE Day Provide increased opportunity for field trips:
Goal 2 Authentic family and community engagement	☐	☒	Operationalize interventions and supports to keep all students and families engaged in learning and achieving through graduation and on students' college/career pathways.	College Information Day Career Presentations Career Exploration Week Field Trips Shady Creek Yuba Water Agency Sacramento Zoo Grand National Roadster Show Autorama Colusa Farm Show Chico State Yuba Community College 65 % of students met with an academic advisor and completed a grad plan.
Goal 3 Positive and restorative school climate	☐	☒	Increase educators' capacity to support all students in engaging learning to increase achievement.	100% of school staff trained in SEL/trauma-informed practices. 27 % chronic absenteeism rate 27.79 average credits completed 24-25 school year

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 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)

Goal 1: Integrated student supports and services.	Other locally determined measures	Supporting 1 providesocial a descriptionemotional learningor and definitionmental
	Metric(s)	of the are using you health (e.g, % increase in graduation rate for English Learners)
<p>If you have more than one metric for Goal 1, please add here.</p> <p>Goal 2: Authentic family and community engagement</p>	Other locally determined measures	Operationalize interventions /supports to engage students and families through graduation and student college/career pathway

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)
<p>If you have more than one metric for Goal 2, please add here.</p> <p>Goal 3: Positive and restorative school climate</p>		
	Other locally determined measures	Increase educator capacity to support all students in engaged learning for the purpose of increasing engagement

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)
If you have more than one metric for Goal 3, please add here.		

c. Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2025–2026) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

Few changes were made to the goals identified last year. It is important to note that due to staffing, many of the areas we identified in the needs and asset assessment were not fully addressed; however, due to the systems currently in place, there were no negative outcomes. With staffing being addressed, we hope to continue moving in a positive trajectory toward all three goals identified.

d. 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

	<p>Please select all the community school groups below that participate in your school climate data collection process:</p>	<p>What instrument or process do you use to assess school climate for this group? (Select all that apply.)</p>					
		<p>California Healthy Kids Survey (CHKS)</p>	<p>Panorama Survey</p>	<p>CORE: Student Socio-emotional Learning & Culture Climate Survey</p>	<p>Youth Trust</p>	<p>District-developed survey</p>	<p>School-developed survey</p>
Students	☒	☒	☐	☐	☐	☐	☒
Family members	☒	☒	☐	☐	☐	☐	☒
Administrators	☒	☒	☐	☐	☐	☐	☒
Certificated staff	☒	☒	☐	☐	☐	☐	☒
Classified staff	☒	☒	☐	☐	☐	☐	☒
Community partners	☐	☐	☐	☐	☐	☐	☐
Others (write-in)	☐	☐	☐	☐	☐	☐	☐
<input type="text"/>							

How often do you collect school climate data?

☐ Every other year

☒ **Annually**

☐ Twice a year

☐ Other (Write-in)

Have you observed any improvements in school climate since the implementation of the CCSPP grant that you believe are connected to CCSPP activities? If so, please describe. Provide a narrative of up to 300 words.

Your word count is: 0

1.5. CCSPP Feedback and Improvement

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

☐ Centering Community-based Learning

☒ **Monitoring Progress and Developing Data Collection Tools**

☒ **Family and Community Engagement**

☐ Collaborative Leadership Practices for Educators and Administrators

☐ Community Schools Sustainability

☐ Engaging Communities, Policymakers & Educators in Shared Understanding

☐ Other instrument or process:

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

Your word count is: 0

Highlights; Partnership with the local food bank is in its third year Access services more quickly and efficiently Opportunities for students to volunteer with the food bank Yuba Community College - 3 CTE pathways and connection to campus FASFA workshops, Field trips to a variety of local employment sites Increase site counsel partnerships through community college One-stop partnerships include: field trips through the student success class to familiarise students with the services and the building, participation of WIOA when students are old enough Family engagement success has been recognized at the award ceremonies. Over 100 attendees, and this is completed 2 times a year. For STAR assessments, CTE recognition, and completing study hours.

Please indicate the approximate number of people who have been involved in preparing your school's Annual Progress Report. (Enter the number of individuals in each category, as/if applicable.)

	How many individuals in each category below helped complete this APR?	How many total individuals in this category do you have at your school?
Principal	<input type="text" value="1"/>	<input type="text" value="1"/>
Assistant Principal (if applicable)	<input type="text"/>	<input type="text"/>
Community School Coordinator(s)	<input type="text" value="1"/>	<input type="text" value="1"/>
School Counselor/Social Worker/Psychologist	<input type="text"/>	<input type="text"/>
Teacher(s)	<input type="text"/>	<input type="text"/>
Instructional Coach(es) (if applicable)	<input type="text"/>	<input type="text"/>
Other staff	<input type="text" value="1"/>	<input type="text" value="1"/>
Student(s)	<input type="text"/>	<input type="text" value="Auto-populated"/>
Parent/Guardians(s)	<input type="text"/>	<input type="text" value="Auto-populated"/>
Community member(s) (members of the surrounding community that do not have an affiliation with the school)	<input type="text"/>	<input type="text" value="Auto-populated"/>
Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)	<input type="text"/>	<input type="text"/>
Other (please specify):	<input type="text"/>	<input type="text"/>
<input type="text"/>		

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

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

2. Site Level Additional Documents and Evidence

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

CCSPP implementation plan (2024–2025) for your school site

Please submit your most current implementation plan as a PDF using [this link to a Box folder](#). You can use the CCSPP [Implementation Plan template](#). **Include your school name and CDS code in the name of the file. (Example: ShadowUSD_12123451234567.pdf) This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

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

Was your CCSPP Implementation plan presented to your school community in 2024-2025?

☒ **Yes**

☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2024-2025?

☐ Yes

☒ **No**

Cohort 1 and Cohort 2 ONLY: Sustainability plan

Please submit your **most current** sustainability plan as a Excel document using [this link to a Box folder](#). Please submit the plan as it stands at the time of your APR submission (we are aware that it is not a static document). You can use the optional [Sustainability Plan Template](#). **Include your school name and CDS code in the name of the file. (Example: ShadowUSD_12123451234567.xls)** **This is a required upload.**

.

This is the end of the Report. When you click the arrow, your Annual Progress Report will be submitted. Thank you!

