Response Summary:

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning
The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR
The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners.Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR
We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.
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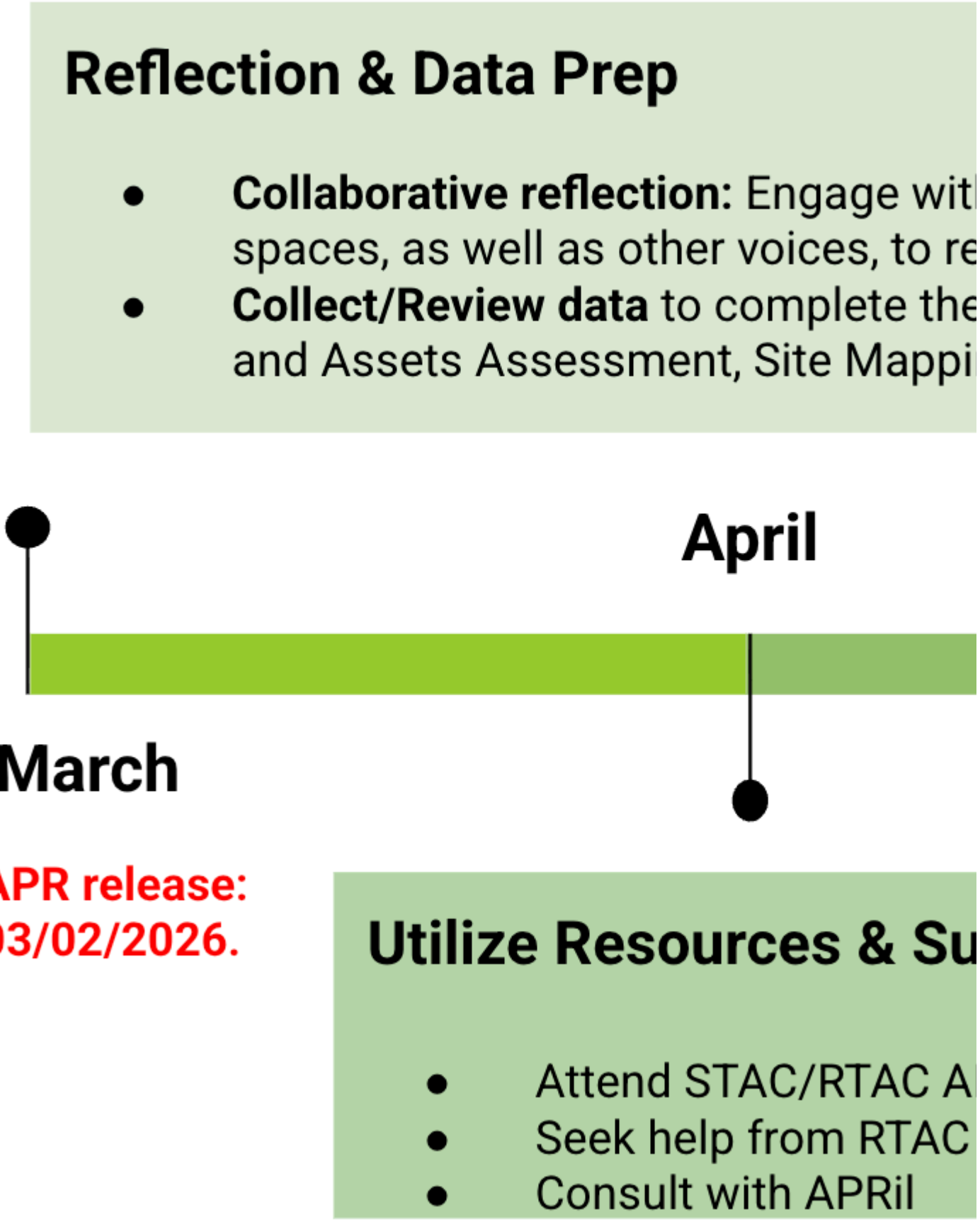
If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric, that are available for optional use by grantees.
- We have also provided links to the Capacity-Building Strategies self-assessment–an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process
Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



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.

Here is a visual of the reflective process for schools for the program narrative:

Grantee Details

QID143. Please provide your school name using the options below. Start by selecting your region, Cohort, and LEA. If you do not know your region or cohort, please visit the Tracker Spreadsheet and check the "Schools" tab (click here).

Region	Central Valley
Cohort	Central Valley ~ Strathmore Union Elementary
LEA/Fiscal Agent	Central Valley ~ Strathmore Union Elementary ~ Cohort 3
School Name (CDS Code)	Central Valley ~ Strathmore Union Elementary ~ Cohort 3 ~ Alpaugh Elementary - 54 71803 6053847

QID112. 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). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "Schools" tab.

California

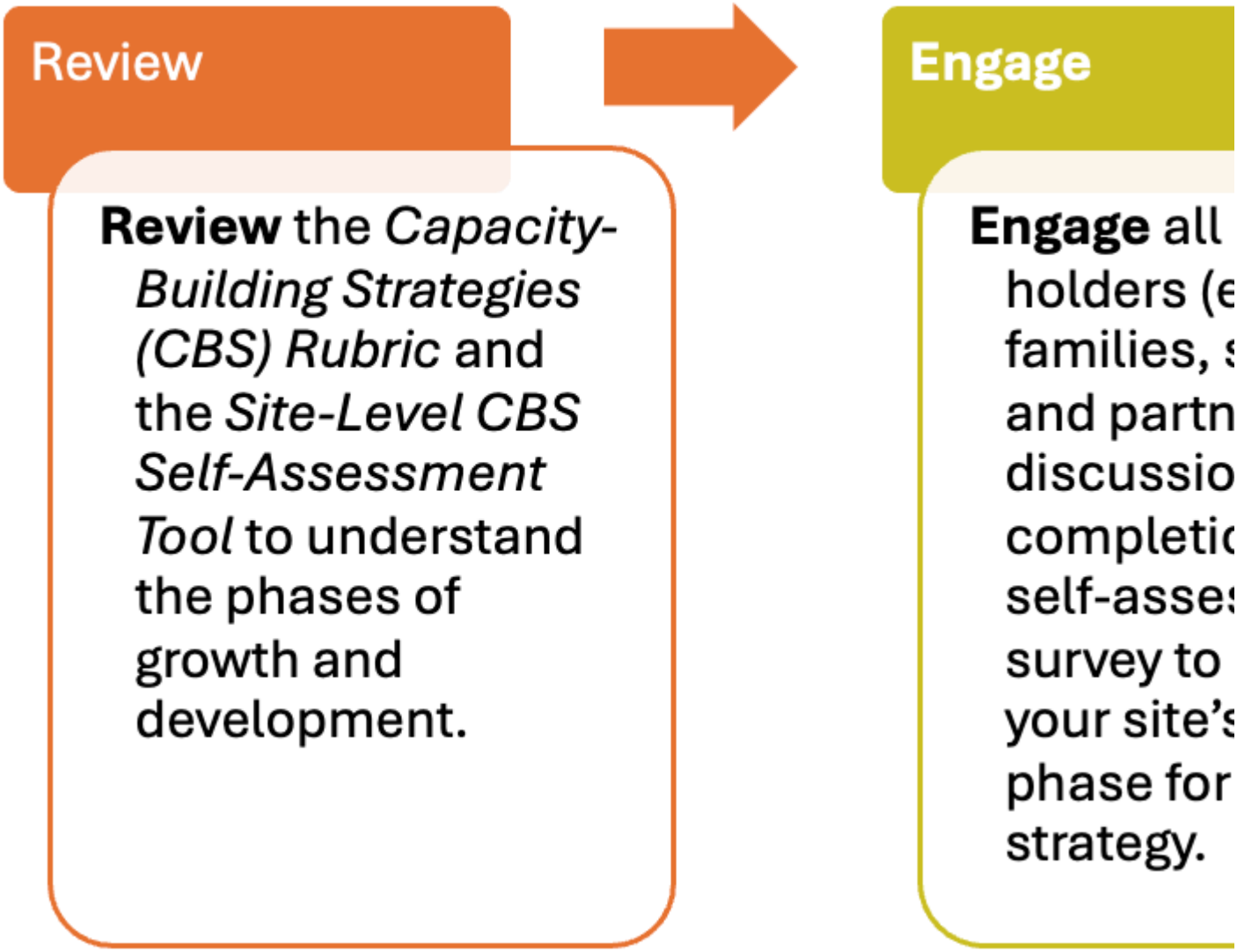
QID1317747016. Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

Name	Gloria Garza-Dávalos
Job Title	Director, Southern Tulare Collective
Email	ggarza.davalos@suesd.k12.ca.us
Phone number	5595682118

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:
1. Review the Capacity-Building Strategies (CBS) Rubric and the Site-Level CBS Self-Assessment Tool to understand the phases of growth and development.
2. Engage all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. Complete this APR section using the assessment results from your self-assessment.
4. Identify the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

QID82. Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)
- **Engaging**
  We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.

QID84. 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
- Other (Please specify)::
  Southern Tulare Collective
- Interview/focus group data from school staff
- Interview/focus group data from students and/or families
- Capacity-Building Strategies Self-Assessment tool
- SPSA alignment crosswalk (shows integration).

Centering Community-Based Learning

QID85. Please indicate your current phase of growth and development for "Centering Community-Based Learning". (Select one.)
- **Engaging**
  We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied assessments.

QID87. 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.)

- Capacity-Building Strategies Self-Assessment tool
- School climate surveys
- Student engagement or attendance rates
- Family and community engagement or attendance
- Professional Development or training sessions

Collaborative Leadership

QID90. Please indicate your current phase of growth and development for "Collaborative Leadership." (Select one.)

- **Engaging**
  We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

QID91. 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
- Students and/or families direct input (Interview/focus groups)
- Capacity-Building Strategies Self-Assessment tool
- Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- Formal agreements
- Guiding documents, vision statements, decision-making protocols
- Team workplans and agendas
- Survey data
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.)
- School staff direct input (Interview/focus groups)

Sustaining Staff and Resources

QID93. Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- **Visioning**
  We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.

QID94. 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
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Council, Steering, etc.)
- Professional development or training sessions

Strategic Community Partnerships

QID96. Please indicate your current phase of growth and development for "Strategic Community Partnerships". (Select one.)

- **Engaging**
  We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.

QID97. 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
- School climate surveys
- Feedback from existing service providers and partners
- Partnership evaluations
- Partners participation in school events
- Capacity-Building Strategies Self-Assessment tool

QID21. Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building =Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

This year, we have made significant progress in advancing Strategic Community Partnerships and Collaborative Leadership. Our shared director, community schools liaison, and literacy-focused Teacher on Special Assignment (TOSA) have strengthened systems of support that align school initiatives, family engagement, and community partnerships.

Through collaborative leadership structures, we have integrated College and Career Day into existing student support systems, fostering meaningful agency collaboration and exposing students to technical careers and career technical education pathways. Student voice has also informed our attendance efforts through empathy interviews conducted during SARB meetings and increased check-ins for students who are chronically absent or approaching chronic absenteeism. Cross-department collaboration through COST meetings and Student Services has strengthened coordinated interventions and supports.

The Community Schools Coordinator also participated in the Tulare County Office of Education (TCOE) Differentiated Assistance Team process for Alpaugh Unified School District. Through this work, the coordinator collaborated with site superintendent and principal alongside county partners to address a problem of practice focused on chronic absenteeism. This improvement science approach supported the analysis of attendance data, identification of root causes, and development of targeted strategies aimed at increasing student engagement and improving attendance outcomes.

Our attendance initiatives, including Beat the Bell and staff attendance competitions, have increased awareness by regularly sharing attendance data and promoting a culture of engagement. Family engagement efforts have expanded through Family Nights, where families provide input on student and family needs, helping guide partnerships with community agencies and resources.

The TOSA has led literacy-focused parent engagement initiatives while building instructional capacity among TK–2 teachers. Through targeted Tier 2 and Tier 3 interventions, students have demonstrated measurable growth. Additionally, alignment across ELOP Program and Summer School services has strengthened communication within departments to coordinated academic and enrichment supports.

Together, these efforts have enhanced our community infrastructure and created more responsive, student-centered systems of support.

1.2. CCSPP Engaging Educational Partners

#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 your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups. - Estimate the percentage of individuals in each category that were engaged in developing your community school at any time during the implementation process.

Administrators	75%-100%
Certificated staff	75%-100%
Classified staff	50-74%
Students	75%-100%
Family members	50-74%
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	25-49%

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

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups. - Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)

Administrators	Surveys, One-on-one interviews, Focus groups, School council /steering committee meetings, Other meetings and forums, School events, Other
Certificated staff	Surveys, One-on-one interviews, Focus groups, School events
Classified staff	Surveys, One-on-one interviews, School council /steering committee meetings, School events
Students	Surveys, One-on-one interviews, Focus groups, School events
Family members	Surveys, School events
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	Surveys, Focus groups, School council /steering committee meetings, School events, Other

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

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups. - If you selected other processes, please specify:

	Other (Write-In)
Administrators	Southern Tulare Collective
Certificated staff	N/A
Classified staff	N/A
Students	N/A
Family members	N/A
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	Southern Tulare Collective

QID123. [Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Throughout the year, we have seen increased engagement and participation from students, families, staff, and community partners. Students have demonstrated a stronger sense of ownership and civic responsibility by completing more community service hours and actively seeking opportunities to support school and community events. Their willingness to contribute reflects a growing culture of leadership, service, and belonging.

Family engagement has also strengthened through consistent communication efforts. Parents have expressed appreciation for the regular newsletters sent home, noting that they provide valuable updates on school initiatives, student opportunities, and available resources. Families have also shared positive feedback regarding responsive supports provided through community partnerships, including access to agency services for DACA renewals, residency assistance, and other family needs identified through engagement activities and family events.

Through participation in the Southern Tulare Collective, we have established stronger relationships with local agencies and community-based organizations. These partnerships have fostered collective efficacy around shared goals and initiatives that support student success, attendance improvement, and family engagement. Agency partners have become active participants in both parent and student engagement activities, providing resources, services, and learning opportunities that directly address identified community needs. Their involvement has strengthened our ability to connect families with support systems while increasing access to educational, health, and social-emotional resources.

In addition, educational partners have become more involved in site-level decision-making processes. Families, staff, and community members have contributed valuable input regarding chronic absenteeism initiatives and other school improvement efforts. This increased collaboration has fostered greater trust and transparency, while site staff have expressed appreciation for the positive impact Community Schools efforts are having on students, families, and the broader community. The increased feedback, participation, and shared ownership of initiatives demonstrate the continued growth and sustainability of our community school approach.

#1. Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item (surveys, one-on-one interviews, focus groups, school council meetings, schools events, etc.) along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups. - Percentage of individuals engaged in developing your community school in the past year.

English language learners	75-100%
Students with disabilities	1-24%
Socioeconomically disadvantaged students	75-100%
Racially marginalized populations	75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	75-100%

QID170. How are you engaging individuals within the groups identified above?

Alpaugh Elementary engages identified student groups through intentional relationship-building, data review, and collaborative support designed to meet the unique needs of our rural community. Students and families are engaged through monthly initiatives, student and parent engagement events, newsletters, empathy interviews, and ongoing communication opportunities that allow families to share concerns, needs, and priorities.

Community Schools actively participates in COST meetings, SART/SARB processes, and county Differentiated Assistance (DA) meetings to support chronically absent students. These collaborative meetings allow site administrators to work collaboratively with Community Schools coordinator to complete a root cause analysis on the identification of why those that are approaching chronic absenteeism are missing school and create effective supports to support student attendance.

In addition, engagement activities are intentionally designed around the whole child approach and community feedback and identified needs, including attendance supports, literacy activities, career exploration, and family wellness opportunities. Our students share that they enjoy participating in challenge-based activities and opportunity drawings. There has been an appreciation with the staff of activities conducted during the school day to support student engagement.

The events/allowable activities allow for Tier 1 one support of all students as well as specific opportunities to support K-2nd children requiring additional reading intervention, students who are approaching and/or are chronically absent having checkins, home visits, and collaborations with families on a plan for barriers to be addressed.

1.3. CCSPP Whole Child and Family Supports Inventory

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

For each potential support below, please identify if the support was part of your Community Schools implementation.
- Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)

Health Screening and Services (vision, dental, hearing, neurological, physical health)	Yes
Mental health Screening and Services	Yes
Nutrition Services and Support	Yes
Academic Support (tutoring, specialist, etc.)	Yes
Counseling Center	Yes
Multi-Tiered System of Support	Yes
Coordination of Services Team (e.g., COST team)	Yes
Before School (times/services)	No
After School (times/services)	No
During School (learning pathways, differentiated instruction, lab times, etc.)	Yes
Teacher Leadership Development and Opportunities	Yes
Parent Leadership Development and Opportunities	Yes
Student Leadership Development and Opportunities	Yes
Shared Decision-Making Bodies that center the voices of students, families and community	Yes
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes
Home Visits	Yes
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Yes
Positive Behavioral Supports	Yes
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Yes
Project-Based Learning	No
Culturally-Sustaining and Responsive Curriculum and Pedagogy	No
Community-Based Curriculum, Pedagogy, and Projects	No
Personalized Learning Plans	No
Performance Assessments (e.g., capstones, portfolios, etc.)	Yes
Advisory System to ensure every student has a home base / family group and an advisor who knows them well	No
Other: (Write in) ***CS Coordinator Collective***	Yes

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

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support. - In addition to CCSPP, please select the main funding source you are using for this support?

Health Screening and Services (vision, dental, hearing, neurological, physical health)	Local Control Funding Formula (LCFF) / LCAP
Mental health Screening and Services	Local Control Funding Formula (LCFF) / LCAP
Nutrition Services and Support	Local Control Funding Formula (LCFF) / LCAP
Academic Support (tutoring, specialist, etc.)	Expanded Learning Opportunities Program (ELOP)
Counseling Center	Local Control Funding Formula (LCFF) / LCAP
Multi-Tiered System of Support	Local Control Funding Formula (LCFF) / LCAP
Coordination of Services Team (e.g., COST team)	Local Control Funding Formula (LCFF) / LCAP
During School (learning pathways, differentiated instruction, lab times, etc.)	Local Control Funding Formula (LCFF) / LCAP
Teacher Leadership Development and Opportunities	Local Control Funding Formula (LCFF) / LCAP
Parent Leadership Development and Opportunities	Other
Student Leadership Development and Opportunities	Local Control Funding Formula (LCFF) / LCAP
Shared Decision-Making Bodies that center the voices of students, families and community	Local Control Funding Formula (LCFF) / LCAP
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Local Control Funding Formula (LCFF) / LCAP
Home Visits	Local Control Funding Formula (LCFF) / LCAP
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Other
Positive Behavioral Supports	Local Control Funding Formula (LCFF) / LCAP
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Local Control Funding Formula (LCFF) / LCAP
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Children and Youth Behavioral Health Initiative (CYBHI)
Performance Assessments (e.g., capstones, portfolios, etc.)	NA
Other: Southern Tulare Collective	Other
Other: CS Coordinator Collective	NA

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

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support. - If you selected "other" for the funding source, please specify:

Health Screening and Services (vision, dental, hearing, neurological, physical health)	0
Mental health Screening and Services	0
Nutrition Services and Support	0
Academic Support (tutoring, specialist, etc.)	0
Counseling Center	0
Multi-Tiered System of Support	0
Coordination of Services Team (e.g., COST team)	0
Before School (times/services)	N/A
After School (times/services)	N/A
Summer Programs	N/A
During School (learning pathways, differentiated instruction, lab times, etc.)	0
Teacher Leadership Development and Opportunities	0
Parent Leadership Development and Opportunities	Save the Children
Student Leadership Development and Opportunities	0
Shared Decision-Making Bodies that center the voices of students, families and community	0
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	0
Home Visits	0
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Save the Children
Positive Behavioral Supports	0
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	0
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	0
Project-Based Learning	N/A
Culturally-Sustaining and Responsive Curriculum and Pedagogy	N/A
Community-Based Curriculum, Pedagogy, and Projects	N/A
Personalized Learning Plans	N/A
Performance Assessments (e.g., capstones, portfolios, etc.)	0
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	N/A
Other: Southern Tulare Collective	0
Other: CS Coordinator Collective	0
Other:	N/A

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

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support. - In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories.

	Students	Staff	Parents/Family members	Other individuals
Health Screening and Services (vision, dental, hearing, neurological, physical health)	95	10	60	30
Mental health Screening and Services	270	20	40	15
Nutrition Services and Support	117	10	100	15
Academic Support (tutoring, specialist, etc.)	15	6	7	2
Counseling Center	0	0	0	0
Multi-Tiered System of Support	117	6	75	5
Coordination of Services Team (e.g., COST team)	270	37	154	5
Before School (times/services)	N/A	N/A	N/A	N/A
After School (times/services)	N/A	N/A	N/A	N/A
Summer Programs	N/A	N/A	N/A	N/A
During School (learning pathways, differentiated instruction, lab times, etc.)	270	37	15	30
Teacher Leadership Development and Opportunities	0	12	0	0
Parent Leadership Development and Opportunities	0	0	13	0
Student Leadership Development and Opportunities	10	0	0	0
Shared Decision-Making Bodies that center the voices of students, families and community	150	10	75	30
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	270	37	154	10
Home Visits	3	0	3	1
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	0	0	55	4
Positive Behavioral Supports	270	0	0	0
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	30	0	0	0
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	270	10	100	4
Project-Based Learning	N/A	N/A	N/A	N/A
Culturally-Sustaining and Responsive Curriculum and Pedagogy	N/A	N/A	N/A	N/A
Community-Based Curriculum, Pedagogy, and Projects	N/A	N/A	N/A	N/A
Personalized Learning Plans	N/A	N/A	N/A	N/A
Performance Assessments (e.g., capstones, portfolios, etc.)	0	0	0	0
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	N/A	N/A	N/A	N/A
Other: Southern Tulare Collective	0	5	2	25
Other: CS Coordinator Collective	0	6	0	4
Other:	N/A	N/A	N/A	N/A

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

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support. - When did you start implementing this support?

Health Screening and Services (vision, dental, hearing, neurological, physical health)	Previously implemented and now integrated into the community schools work
Mental health Screening and Services	Previously implemented and now integrated into the community schools work
Nutrition Services and Support	Previously implemented and now integrated into the community schools work
Academic Support (tutoring, specialist, etc.)	Previously implemented and now integrated into the community schools work
Multi-Tiered System of Support	Previously implemented and now integrated into the community schools work
Coordination of Services Team (e.g., COST team)	Previously implemented and now integrated into the community schools work
During School (learning pathways, differentiated instruction, lab times, etc.)	Previously implemented and now integrated into the community schools work
Teacher Leadership Development and Opportunities	Previously implemented and now integrated into the community schools work
Parent Leadership Development and Opportunities	Previously implemented and now integrated into the community schools work
Student Leadership Development and Opportunities	Previously implemented and now integrated into the community schools work
Shared Decision-Making Bodies that center the voices of students, families and community	Previously implemented and now integrated into the community schools work
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Previously implemented and now integrated into the community schools work
Home Visits	Previously implemented and now integrated into the community schools work
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Started implementing this support exclusively as a result of CCSPP funding
Positive Behavioral Supports	Previously implemented and now integrated into the community schools work
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Previously implemented and now integrated into the community schools work
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Previously implemented and now integrated into the community schools work
Other: Southern Tulare Collective	Started implementing this support exclusively as a result of CCSPP funding
Other: CS Coordinator Collective	Started implementing this support exclusively as a result of CCSPP funding

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

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support. - [Optional]: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.

Health Screening and Services (vision, dental, hearing, neurological, physical health)	Screeners at Dental Services Events Read Across America- Blood Pressure, Blood Sugar, Vaccines Trunk or Read Blood Pressure, Blood Sugar, Vaccines
Mental health Screening and Services	Screeners at Events Project Aware College and Career Walking Groups
Nutrition Services and Support	Snacks for Beat the Bell Full meals Back to School Night Resources Roundup Advisory Support Southern Tulare Collective Food Distributions
Academic Support (tutoring, specialist, etc.)	TOSA- P3 Conference Dyslexia PD Teacher Trainings Tutoring
Counseling Center	0
Multi-Tiered System of Support	TK-2 Intervention Grouping, Assessment, Staffing, and Support Attendance/SARB/SST Meeting
Coordination of Services Team (e.g., COST team)	Attendance/SARB/SST Meeting
Before School (times/services)	N/A
After School (times/services)	N/A
Summer Programs	N/A
During School (learning pathways, differentiated instruction, lab times, etc.)	TK-2 Intervention Grouping, Assessment, Staffing, and Support Career Day College Support Reading Across America Week
Teacher Leadership Development and Opportunities	Literacy Training, STC Meetings Southern Rural (Learning Lab)
Parent Leadership Development and Opportunities	Resource Roundup Leaders \ Advisory Leaders
Student Leadership Development and Opportunities	High School Support Parent Engagement
Shared Decision-Making Bodies that center the voices of students, families and community	DA Team, Survey for Families, Event reflections Advisory Council systems Agency Feedback from Events/Allowable Activities
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Newsletters, Surveys, Hard Copies, Emails, Phone calls Various events for families
Home Visits	Attendance Followup
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	CFF Presentation on training, EECU on Financial Literacy, Adult School Consortium, Fresno CVLL DACA and Residency Presentation
Positive Behavioral Supports	Attendance Incentives PBIS Support
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Check Ins with Approaching/At Chronic,
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Mental Health Awareness Month Resources Project Aware at Resource Fairs and Student/Parent Engagement Events, TCOE Supports for Mental Health Services, Hope Horizon Referrals
Project-Based Learning	N/A
Culturally-Sustaining and Responsive Curriculum and Pedagogy	N/A
Community-Based Curriculum, Pedagogy, and Projects	N/A
Personalized Learning Plans	N/A
Performance Assessments (e.g., capstones, portfolios, etc.)	0
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	N/A
Other: Southern Tulare Collective	Networking with agencies, Compassionate Systems Resources guiding Problem of Practice, Agency Share-out, Upcoming events in communities
Other: CS Coordinator Collective	Best Practices, Networking, Messaging to Families, Alignment in Pacing Events/Allowable Activities
Other:	N/A

1.4. CCSPP Goals and Actions

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

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

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

#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. - Cohorts 1-3 only: Was this goal submitted with the previous APR? Cohort 4: Please respond "No"

Goal 1 ***Reducechronicabsenteeismby 3% annually***	Yes
Goal 2 ***Reduce the number of student groups scoring red or orange on dashboard by two annually***	Yes
Goal 3 ***Increase ELA proficiency score by 5%***	Yes

#2. 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. - Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.

Goal 1 ***Reduce chronic absenteeism by 3% annually***	The goal to reduce chronic absenteeism by 3% annually was developed through the school's Needs and Assets Assessment, attendance data review, and ongoing discussions regarding student engagement and barriers to consistent attendance. With a chronic absenteeism rate of 22.2%, the school identified attendance, particularly at the high school level, as an area needing targeted support. Current strengths include consistent attendance monitoring, meetings with students experiencing chronic absences, monthly and trimester attendance incentives, and shifts in messaging and practices focused on increasing student engagement, data visualizations, and school connectedness.
Goal 2 ***Reduce the number of student groups scoring red or orange on dashboard by two annually***	Increased student academic growth and engagement Improved attendance and school connectedness Increased access to integrated supports and rural community resources Documentation of intervention implementation, family engagement efforts, and progress monitoring practices
Goal 3 ***Increase ELA proficiency score by 5%***	Understand, in-depth, each school's plans to boost literacy for students What are you doing? What is the curriculum? How is reading intervention staffed? Teacher on special assignment working with grade span TK-2nd grade on best practices with teachers and providing support as the intervention for Tier 2-3 students in grade early childhood education grade spans.

#3. 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. - Explain the action(s) you took in the SY 2025-2026 to meet this goal.

Goal 1 ***Reduce chronic absenteeism by 3% annually***	Monthly attendance data monitoring and MTSS review meetings Positive attendance campaigns and student incentives Family outreach through phone calls, home visits, and bilingual communication Coordination with counselors, wellness staff, and community partners Parent engagement events promoting the importance of attendance Tiered supports for students experiencing attendance barriers
Goal 2 ***Reduce the number of student groups scoring red or orange on dashboard by two annually***	Monthly attendance data monitoring and MTSS review meetings Positive attendance campaigns and student incentives Family outreach through phone calls, home visits, and bilingual communication Coordination with counselors, wellness staff, and community partners Parent engagement events promoting the importance of attendance Tiered supports for students experiencing attendance barriers
Goal 3 ***Increase ELA proficiency score by 5%***	MTSS System of support for Tier 2 and 3 in early education in TK-3rd Team of 3 staff completing interventions Data Collection (DIBELS assessments) Classroom Visits to monitor students Literacy Nights Interactive Read Across America (Hungry Caterpillar)

#4. 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. - Select the category that is most closely related to your goal:

Goal 1 ***Reducechronicabsenteeismby 3% annually***	Attendance & Absenteeism Reduction
Goal 2 ***Reduce the number of student groups scoring red or orange on dashboard by two annually***	School Climate
Goal 3 ***Increase ELA proficiency score by 5%***	Academic Achievement & Student Learning

#1.

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 2026-2027 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)

Goal 1:	Chronic absenteeism rates
Goal 2:	Proficiency scores, English Language Arts and Mathematics
Goal 3:	Proficiency scores, English Language Arts and Mathematics

#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 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 2026-2027 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. - SY 2022-2023 (report numeric values only)

Goal 1:	46.1
If you have more than one metric for Goal 1, please add here.	0
Goal 2:	8
If you have more than one metric for Goal 2, please add here.	0
Goal 3:	13.23
If you have more than one metric for Goal 3, please add here.	0

#3.

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 2026-2027 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. - SY 2023-2024 (report numeric values only)

Goal 1:	36.3
If you have more than one metric for Goal 1, please add here.	0
Goal 2:	10
If you have more than one metric for Goal 2, please add here.	0
Goal 3:	14.55
If you have more than one metric for Goal 3, please add here.	0

#4.

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 2026-2027 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. - SY 2024-2025 (report numeric values only)

Goal 1:	26.9
If you have more than one metric for Goal 1, please add here.	0
Goal 2:	11
If you have more than one metric for Goal 2, please add here.	0
Goal 3:	14.82
If you have more than one metric for Goal 3, please add here.	0

#5.

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 2026-2027 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. - Desired Outcome Year 4 (SY 2026-2027)

Goal 1:	19.2
If you have more than one metric for Goal 1, please add here.	0
Goal 2:	9
If you have more than one metric for Goal 2, please add here.	0
Goal 3:	19.82
If you have more than one metric for Goal 3, please add here.	0

#6.

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 2026-2027 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. - Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)

Goal 1:	% decrease
If you have more than one metric for Goal 1, please add here.	0
Goal 2:	# decrease
If you have more than one metric for Goal 2, please add here.	0
Goal 3:	% increase
If you have more than one metric for Goal 3, please add here.	0

#7.

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 2026-2027 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. - SY 2025-2026 (report numeric values only)

Goal 1:	22.2
If you have more than one metric for Goal 1, please add here.	0
Goal 2:	NA
If you have more than one metric for Goal 2, please add here.	0
Goal 3:	NA
If you have more than one metric for Goal 3, please add here.	0

QID32. c. Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice.

Your response may include:

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

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

Your word count is: 0

Reflection on prior practice resulted in several adjustments to strengthen implementation of the site's goals related to chronic absenteeism, academic outcomes for student groups, and integrated student support for the 2026–2027 school year. The site recognized the importance of beginning attendance campaign planning earlier in the school year and increasing sustainability efforts around positive attendance messaging, incentives, and family outreach. Additional reflection identified the need to expand attendance recovery opportunities for students to retroactively recover attendance and remain connected to school. Staff also recognized the value of embedding ELA support, SEL strategies, and parent engagement activities into community engagement events to ensure alignment with academic outcomes and Community Schools allowable activities.

The effectiveness of relationship-centered practices, student engagement strategies, and collaborative supports highlighted the importance of continuing compassionate systems approaches and strengthening integrated supports. Increased frequency of meetings focused on health and mental health services was identified as a priority to improve coordination of care and student wellness supports. Reflection also emphasized the need to expand parent leadership and student leadership opportunities to increase voice, engagement, and shared ownership within the school community.

Areas for continued growth include strengthening cross-sector collaboration and improving systems for communication and coordination among school staff, agencies, and community partners. Through the Southern Tulare Collective, the site plans to increase consistency in agency participation and commitment to collaborative meetings and shared goals. Moving forward, the school will continue streamlining systems of support, improving collaborative problem-solving practices, and strengthening partnerships to better respond to the academic, behavioral, and wellness needs of students and families in rural communities.

QID137. 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

QID171. Please rate your agreement with the following statement:

"Our school climate has improved since we started implementing the CCSPP"

- Somewhat agree

QID172. What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe.

Provide a narrative of up to 300 words.

Your word count is: 0

Since the implementation of the CCSPP grant, the school climate has improved through a more intentional and collaborative focus on student wellness, literacy support, family engagement, and chronic absenteeism prevention. Community Schools efforts have helped create stronger alignment around schoolwide goals related to parent engagement, student engagement, and academic success. Staff have become more mindful of addressing the whole child through relationship-centered practices, positive school culture activities, and integrated supports that help students feel more connected and supported on campus.

The Community Schools Coordinator has played an important role in streamlining communication between families, staff, and community partners while helping identify barriers impacting student success and attendance. Increased efforts around parent communication modalities, family engagement opportunities, attendance campaigns, and student-centered activities have contributed to a more welcoming and engaging school environment. Staff collaboration and involvement have also increased through collective problem-solving and shared responsibility for supporting students academically, socially, and emotionally. Overall, Community Schools activities have helped strengthen school connectedness and create a more positive and supportive climate for students and families.

1.5. CCSPP Feedback and Improvement

QID35. 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 Schools Sustainability
- Other instrument or process::
  Not Qualitrcs

QID173. [Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts? We suggest you provide a narrative of up to 300 words.

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

Your word count is: 0

The Southern Tulare Collective provided valuable networking opportunities through collaborative meetings with agency partners, Coordinator Corner Collectives, and technical assistance support during Advisory Council meetings. These structures created ongoing opportunities for coordinators across the four Southern Tulare Collective districts to connect, share resources, problem-solve, and align efforts around community school implementation. Additional support was strengthened through aligned professional development opportunities offered by the Tulare County Office of Education. The Community Schools Director also provided continuous support between collective meetings to ensure alignment, communication, and coordination across districts and initiatives. This year's initiatives included the coordinators corner for coordinators to share happenings and provide support, SUPERintedents HQ for superintendents to collaborate on implementation and shared decision making, Southern Tulare Collective for agency partners to connect through the pipeline of supporting the needs in our rural communities.

QID182. [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

We gathered input for the APR process through staff surveys, student voice opportunities, parent feedback tables at events, QR code surveys, and ongoing community engagement activities. Feedback questions were aligned to LCAP goals to better understand community priorities and areas of need. Families were also informed about actions and improvements made based on their feedback to strengthen shared decision-making. Agency partners attending events/allowable activities are also asked to complete a participation survey to provide feedback on their experience and in what capacity they can continue to provide additional integrated support. New agencies are also invited to attend the Southern Tulare Collective meetings to learn more about the data and systems in place around our collective goals and meet the staff in the four rural areas. In addition, administrative check-in meetings focused on reviewing goals, staffing, student engagement, parent engagement activities, data trends, and program guidance to ensure multiple educational partners contributed to the APR preparation process.

QID119. Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- Principal
- Student(s)
- Parent/Guardians(s)
- Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)
- Assistant Principal (if applicable)
- Community School Coordinator(s)
- School Counselor/Social Worker/Psychologist
- Teacher(s)
- Instructional Coach(es) (if applicable)

QID121. [Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

We gathered input for the APR process through staff surveys, student voice opportunities, parent feedback tables at events, QR code surveys, and ongoing community engagement activities. Feedback questions were aligned to LCAP goals to better understand community priorities and areas of need. Families were also informed about actions and improvements made based on their feedback to strengthen shared decision-making. Agency partners attending events/allowable activities are also asked to complete a participation survey to provide feedback on their experience and in what capacity they can continue to provide additional integrated support. New agencies are also invited to attend the Southern Tulare Collective meetings to learn more about the data and systems in place around our collective goals and meet the staff in the four rural areas. In addition, administrative check-in meetings focused on reviewing goals, staffing, student engagement, parent engagement activities, data trends, and program guidance to ensure multiple educational partners contributed to the APR preparation process.

QID141. How useful was the APR process in assessing your CCSPP implementation and outcomes?

- Somewhat Useful

QID142. [Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

A more user-friendly system of inputting. The system indicated fields not being complete. An opportunity to export in a clean fashion. All attempts included fields in wrong places and a document that isn't aesthetically matched to qualtrics input fields. Fields do not exported with the way it is inputted.

2. Site Level Additional Documents and Evidence

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

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the 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.**

QID103. Evidence that the CCSPP implementation plan was posted to share with your school community.

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

https://www.alpaughusd.org/departments/community-schools

QID139. Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- Yes

QID149. 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 2025-2026?

- Yes

QID104. Cohort 1-3 ONLY: Sustainability Plan

Please submit your sustainability plan by clicking this link*. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on Tuesday, June 30, 2026. A google doc version of the sustainability survey is available here. If you have questions regarding the survey, please contact CDE staff at CCSPP@cde.ca.gov for assistance.

*** You can also copy and paste this in your Internet browser: https://surveys3.cde.ca.gov/go/ccsppsustainability2026.asp**

N/A

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

Embedded Data:

DropDown_n	2