



California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

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Introduction

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

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

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

Data for learning

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

Who should prepare the APR

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

Keep in mind:

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

Process to prepare the APR

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

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site’s APR response from last year, you may submit a request using this [link](#). Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site’s data.

Resources to reference in the APR

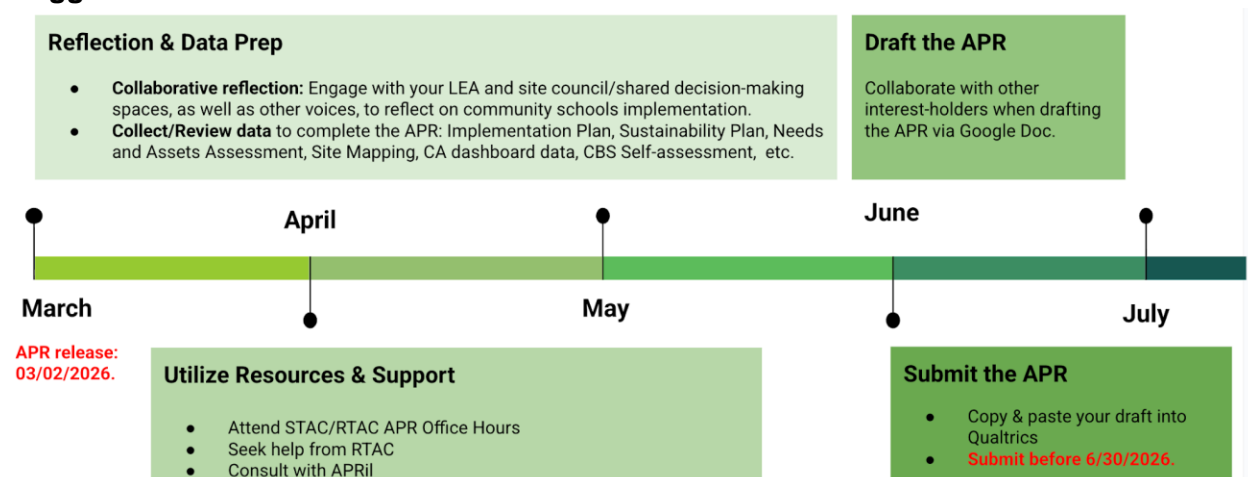
Please reference the following resources:

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

Seeking support for the APR process

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

Suggested timeline

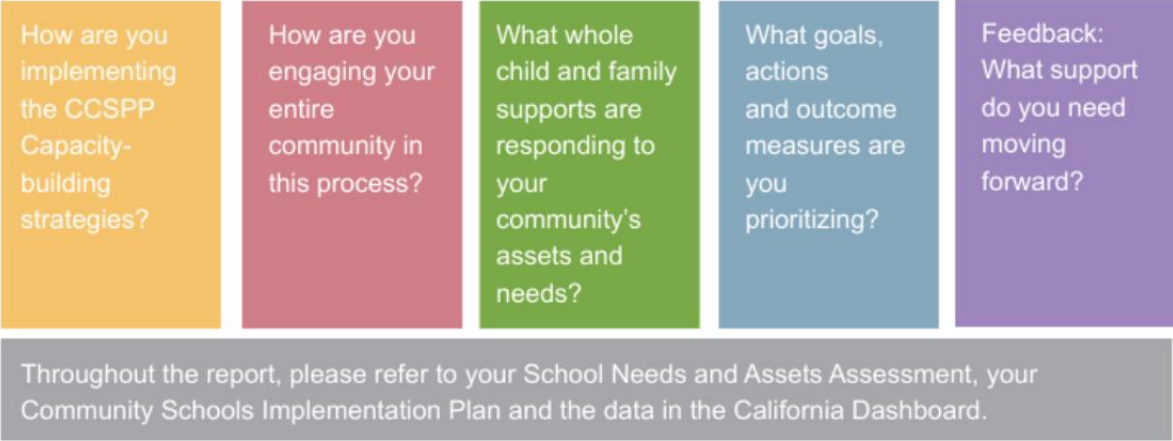


1. Site-level Program Narrative

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

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRi!](#)" (click [here](#)). For additional support, please contact your Regional Technical Assistance Center (RTAC).

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



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

Region ▼ Capitol Area

Cohort ▼ 3

LEA/Fiscal Agent ▼ Marysville Joint Unified School District

School Name (CDS Code) ▼ Dobbins Elementary School

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).

58 72736 6056675

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

Name: Michelle Higgins

Job Title: Administrator/Principal

Email: mhiggins@mjud.k12.ca.us

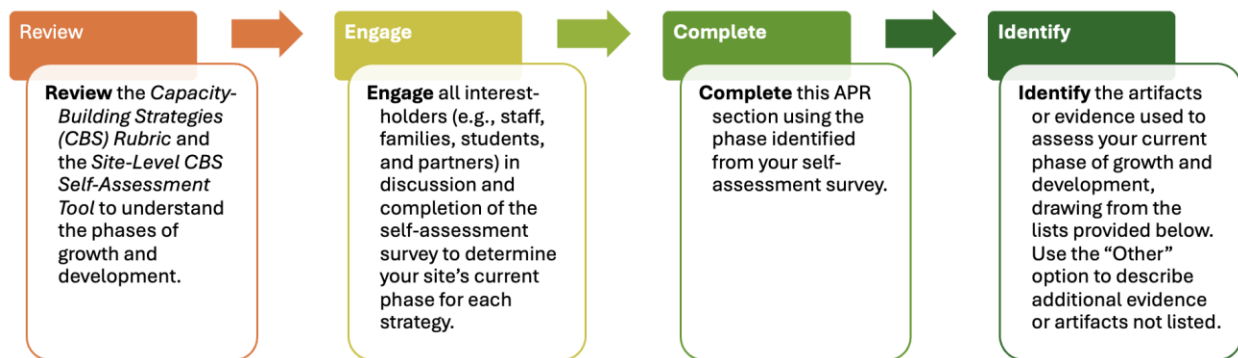
Phone number: 530-692-1665

1.1. CCSPP Capacity-Building Strategies

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

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

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



Shared Commitment, Understanding, and Priorities

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

Visioning: We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

Engaging: We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.

Transforming: We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

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

- Outreach materials
- Surveys
- Interview/focus groups data from school staff (staff meetings, surveys, PLC)
- Interview/focus groups data from students and/or families (Restorative circles, discussions with students)
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.) (SSC)
- Protocols used to create vision/graphic representation of vision
- Needs and Assets Assessment tools/participation rates (Tracking participation rates, needs assessment done with SPSA)
- SPSA alignment crosswalk (shows integration).
- Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- Baseline data dashboard or data snapshot showing initial metrics tied to priorities. (Academic, attendance, behavior, participation data)
- Capacity-Building Strategies Self-Assessment Tool
- Other (Please specify):

Centering Community-Based Learning

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

Visioning: We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

Engaging: We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied assessments.

Transforming: We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

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

- Needs and Assets Assessment results
- A site-specific framework for community-based teaching that elevate community assets
- School climate surveys
- Unit plans, lesson plans
- Performance assessments that highlight classroom-community connections
- Student engagement or attendance rates
- Family and community engagement or attendance
- Community learning tours and/or home visits
- Professional development or training sessions
- Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- Capacity-Building Strategies Self-Assessment tool
- Other (Write-In):

Collaborative Leadership

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

Visioning: We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.

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

Transforming: We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

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

- Committee by-laws
- Team mapping
- Formal agreements
- Guiding documents, vision statements, decision-making protocols

- Team work plans and agendas
- Planning documents
- Survey data
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- School staff direct input (Interview/focus groups)
- Students and/or families direct input (Interview/focus groups)
- Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- Capacity-Building Strategies Self-Assessment tool
- Other (Write-In):

Sustaining Staff and Resources

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

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

Engaging: We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.

Transforming: We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

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

- Community school-aligned job descriptions
- Roles and responsibilities document that includes a process for ongoing revision
- Processes for budget transparency
- Staff visioning documents (e.g., graphic representations, protocols for design)
- Data examining staff/teacher retention/vacancy rates
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- Professional development or training sessions
- Teachers and staff surveys (e.g., school climate surveys)
- Long-term funding plan or sustainability roadmap developed with LEA.

- Professional learning calendar and participation records specific to community school practices.
- Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- Capacity-Building Strategies Self-Assessment tool
- Other (Write-In):

Strategic Community Partnerships

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

Visioning: We are identifying and documenting partnerships, with early efforts to align services to student and family needs.

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

Transforming: We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

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

- Contract agreements/MOUs/Service Delivery Applications
- Service utilization rates
- School climate surveys
- Feedback from existing service providers and partners
- Partnership evaluations
- Partners participation in school events
- Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- Annual partnership reflection reports or improvement plans based on review data.
- Increased reports of student and family wellbeing
- Capacity-Building Strategies Self-Assessment tool
- Other (Write-In):

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

Your word count is: 0

Families in our rural location face systemic barriers to basic resources. To mitigate these challenges, our program serves as a 'resource bridge,' connecting home and school through intentional partnership development. We focus on attendance and engagement by securing critical supports from local organizations:

- Health & Wellness: Eye exams/glasses through Foothill Lions Club; 0–5 support through First 5.
- Basic Needs: Nutrition via Yuba Sutter Food Bank; clothing through BXtra.
- Community Building: Event assistance from Kiwanis.
This integrated approach transforms the school into a reliable community partner, establishing the trust necessary for positive, lasting family-school relationships.

1.2. CCSPP Engaging Educational Partners

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

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

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected other processes, please specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0%	•	•	•	•	•	•	•	

	<ul style="list-style-type: none"> ● 1-24% ● 25-49% ● 50-74% ● 75-100% 								
Certificated staff	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100% 	●	●	●	●	●	●	●	
Classified staff	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100% 	●	●	●	●	●	●	●	
Students	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100% 	●	●	●	●	●	●	●	

<p>Family members</p>	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100% 	●	●	●	●	●	●	●	
<p>Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)</p>	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100% 	●	●	●	●	●	●	●	

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

Your word count is: 0

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

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

	Percentage of individuals engaged in development past year.
English language learners	<ul style="list-style-type: none">● 0%● 1-24%● 25-49%● 50-74%● 75-100%
Students with disabilities	<ul style="list-style-type: none">● 0%● 1-24%● 25-49%● 50-74%● 75-100%

Socioeconomically disadvantaged students	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Racially marginalized populations	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Homeless youth	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Foster Youth	<ul style="list-style-type: none"> ● 0% (No foster youth) ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	<ul style="list-style-type: none"> ● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%

How are you engaging individuals within the groups identified above?

Our engagement strategy is built on accessibility and trust. We actively 'go where the community is' by integrating feedback opportunities into existing school events and hosting small-group listening sessions in familiar settings. Through a combination of activity-based feedback and intensive small-group 'capacity sessions,' we empower participants to co-create solutions for our community schools. This method has proven essential for ensuring that our services—from nutrition to healthcare—are not only available but acceptable and culturally relevant to the families we serve.

1.3. CCSPP Whole Child and Family Supports Inventory

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

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	No
Health Screening and Services (vision, dental, hearing, neurological, physical health)		
Mental Health Screening and Services		
Nutrition Services and Support		
Academic Support (tutoring, specialist, etc.)		
Counseling Center		
Multi-Tiered System of Support		
Coordination of Services Team (e.g., COST team)		
Before School (times/services)		

After School (times/services)		
Summer Programs		
During School (learning pathways, differentiated instruction, lab times, etc.)		
Teacher Leadership Development and Opportunities		
Parent Leadership Development and Opportunities		
Student Leadership Development and Opportunities		
Shared Decision-Making Bodies that center the voices of students, families, and community		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)		
Home Visits		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)		
Positive Behavioral Supports		
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)		
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)		
Project-Based Learning		
Culturally-Sustaining and Responsive Curriculum and Pedagogy		
Community-Based Curriculum, Pedagogy, and Projects		
Personalized Learning Plans		
Performance Assessments (e.g., capstones, portfolios, etc.)		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.		

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

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

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
Health Fair for community	Started implementing this support exclusively as a result of CCSPP funding	13		20		Children and Youth Behavioral Health Initiative (CYBHI)		
Mobile Access Hub for Mental Health Services	Previously implemented and now integrated into the community schools work	3		3		Children and Youth Behavioral Health Initiative (CYBHI)		
Nutritional	Previously	75	10			Local Control Funding Formula		

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
Services - Fresh Fruit	implemented and now integrated into the community schools work					(LCFF)/LCAP		
Academic Supports	Started implementing this support exclusively as a result of CCSPP funding	25		15		Expanded Learning Opportunities Program		
MTSS	Previously implemented	75	15	45		Local Control Funding Formula (LCFF)/LCAP		

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
	and now integrated into the community schools work							
COST	Previously implemented and now integrated into the community schools work	10	5	10		Local Control Funding Formula (LCFF)/LCAP		
Before School	Previously implemented and now integrated	10	2	15		Expanded Learning Opportunities Program		

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
	into the community schools work							
After School	Previously implemented and now integrated into the community schools work	40	6	30				
Parent Leadership Development	Started implementing this support exclusively as a result of		5	10		Title I		

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
	CCSPP funding							
Multiple Modes of Family Communication & Involvement	Previously implemented and now integrated into the community schools work	75	15	45		General Funds		
Home Visits	Started implementing this support exclusively as a result of CCSPP	4		4		Local Control Funding Formula (LCFF)/LCAP		

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
	funding							
Positive Behavioral Supports	Previously implemented and now integrated into the community schools work	75	15	45		Title I		
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative	Started implementing this support exclusively as a result of CCSPP funding	40	10	20		Other	CCSPP Funds	<ul style="list-style-type: none"> - Restorative practice trainings - Restorative circles

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
practices, peer mediation, etc.)								
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Started implementing this support exclusively as a result of CCSPP funding	34	4	14		Title I		Second Step curriculum

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimated number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals			
Personalized Learning Plans	Started implementing this support exclusively as a result of CCSPP funding		5			General Funds		Modern Learning - Road Maps of standards
Performance Assessments (e.g., capstones, portfolios, etc.)	Started implementing this support exclusively as a result of CCSPP funding		5			General Funds		- Data Notebooks

*Note: *please add rows as needed.*

1.4. CCSPP Goals and Actions

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

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

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

Goals and Actions

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

	<p>Cohorts 1-3 only: Was this goal submitted with the previous APR?</p>	<p>Select the category that is most closely related to your goal:</p>	<p>Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.</p>	<p>Explain the action(s) you took in the SY 2025-2026 to meet this goal</p>
<p>Goal 1:</p>	<p>Yes No</p>	<p>Social-Emotional Well-Being & Mental Health Attendance & Absenteeism Reduction Family & Community Engagement Academic Achievement & Student Learning School Climate Collaborative Leadership and practices Community School Framework & Whole-School Implementation Integrated Student Supports Student Behavior & Discipline Data, Monitoring & Accountability Health & Wellness Services College & Career Readiness Expanded Learning & After School Professional Development & Staff Capacity Parent Education & Resources Equity & Inclusion Community-based Curriculum and Pedagogy</p>	<p>The goal is to offer students more opportunities for enrichment activities that will stimulate curiosity and engage students in culture, climate, and experiences.</p>	<p>In the 25-26 school year, we planned to provide more exposure to enrichment activities through hands-on learning. We enhanced mathematical learning using coding and robotics, which inherently offers engineering skills, creativity, and technology development. We began a school garden where students are able to be a part of the learning process in identifying plants, learning skills for sustainability, and conservation of our earth.</p>

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal
		Other (Write-in)		
Goal 2:	Yes No	Decrease absenteeism rate determined by Aeries collected data.	Dobbins Elementary experiences an especially high rate of chronic absenteeism. There are many factors that cause this result, so the goal is to further develop the home to school relationship and therefore foster a more collaborative effort to ensure	Within the school year, we have initiated close progress monitoring for attendance for all students. We use a protocol that is district aligned to review daily attendance with families at the earliest possible point of intervention. Once a student has reached this limit, we conducted SART meetings and implemented attendance contracts. This communication provided valuable information regarding individual family situations, brought notice to missed

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal
			students are attending school regularly.	academic learning opportunities, and created a collaborative effort to improve attendance.
Goal 3:	Yes No	Improve Reading levels for all students as is indicated on STAR reading test IXL, Curriculum based measures and classroom assessments.	Through further professional development of staff, we are focusing on filling learning gaps and seeing improved academic achievement. The learning gaps can cause decreased levels of proficiency, oftentimes for many years consecutively. The goal is to engage staff in professional development to further explore strategies	Dobbins Staff has engaged in a significant amount of professional development to curriculum plans that can be individualized for students. We continue to build an intervention program that identifies specific skills that are needed for success.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal
			that produce high quality first instruction and are aligned with district adopted curriculum.	

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the [CA School Dashboard](#) and/or [DataQuest](#) in filling out this section.

- School attendance rates
- Chronic absenteeism rates

- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	SY 2025-2026 (report numeric values only)	Desired Outcome (SY 2026-2027)

<p>Goal 1: Students are provided opportunities to engage in enrichment activities.</p>	<p>Chronic absenteeism rates Middle school dropout rates High school dropout rates High school graduation rates Proficiency scores, English Language Arts and Mathematics Pupil expulsion rates Pupil suspension rates School attendance rates School climate measures (e.g., survey results) Other locally determined measures</p>	<p>Number of students participating throughout the year</p>	<p>19</p>	<p>29</p>	<p>54</p>	<p>60</p>
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<p>Goal 2: Decrease the rate of chronic absenteeism in students.</p>	<p>Chronic absenteeism rates Middle school dropout rates High school dropout rates High school graduation rates Proficiency scores, English Language Arts and Mathematics Pupil expulsion rates Pupil suspension rates School attendance rates School climate measures (e.g., survey results) Other locally determined measures</p>	<p>Overall chronic absenteeism rate as defined by Aeries Attendance.</p>	<p>27.7%</p>	<p>29.5%</p>	<p>26.8%</p>	<p>26.0%</p>
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<p>Goal 3: Improve academic success of students.</p>	<p>Chronic absenteeism rates Middle school dropout rates High school dropout rates High school graduation rates Proficiency scores, English Language Arts and Mathematics Pupil expulsion rates Pupil suspension rates School attendance rates School climate measures (e.g., survey results) Other locally determined measures</p>	<p>Calculated using % of students that are at grade level in Reading using IXL ELA and Mathematics using IXL statistics.</p>	<p>No baseline</p>	<p>No baseline</p>	<p>Reading: 30% (as currently defined by STAR Reading) Math: 24% at or above grade level</p>	<p>Reading: 33% at or above grade level Math: 30% at or above grade level</p>
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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

Following a comprehensive needs assessment that identified opportunities for academic improvement, Dobbins has refined its strategic goals to prioritize measurable student growth. We are currently utilizing a multi-metric diagnostic approach to isolate specific foundational skill gaps. This data is being integrated into our instructional framework to strengthen "high-quality first instruction" and refine Tier 2 and Tier 3 interventions, ensuring every student receives a targeted, individualized learning program.

Parallel to academic initiatives, our data-driven strategies to combat chronic absenteeism have proven effective, resulting in measurable improvements in daily attendance. Furthermore, we are successfully scaling our community partnership model. Having met our initial engagement benchmarks, we are now focused on sustaining these existing relationships while identifying new strategic partners to support our school's long-term ecosystem.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life.

Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- Yes
- No

Please rate your agreement with the following statement:

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

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
•	•	•	•	•

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

The students at Dobbins Elementary have expressed increased desire and joy in being at school. The number of families engaging with the school regularly continues to increase, as well at school events. In utilizing CCSPP guidance, we have developed greater skills and networks to employ to ensure academic and community partnerships are created, developed and sustained.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- Strategic Partnerships and Cross-Systems Coordination
 - Community School Planning and Implementation
 - Integrated Student Supports and Services
 - Student Learning Supports and Environment
 - Centering Community-based Learning
 - Monitoring Progress and Developing Data Collection Tools
 - Family and Community Engagement
 - Collaborative Leadership Practices for Educators and Administrators
 - Community Schools Sustainability
 - Engaging Communities, Policymakers & Educators in Shared Understanding
 - Other instrument or process:
-

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

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

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

Your word count is: 0

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

Your word count is: 0

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

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

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

Your word count is: 0

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

- Very useful
- Useful
- Somewhat Useful
- Not Useful
- Not at all useful

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

Your word count is: 0

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.**

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.

[Implementation Plan](#)

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

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 2025-2026?

Yes
No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this [link](#). This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available [here](#).

If you have questions regarding the survey, please contact CDE staff at CCSPP@cde.ca.gov for assistance.