

CCSPP Annual Performance Report
- Implementation- School Sites-
2024-2025

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Introduction

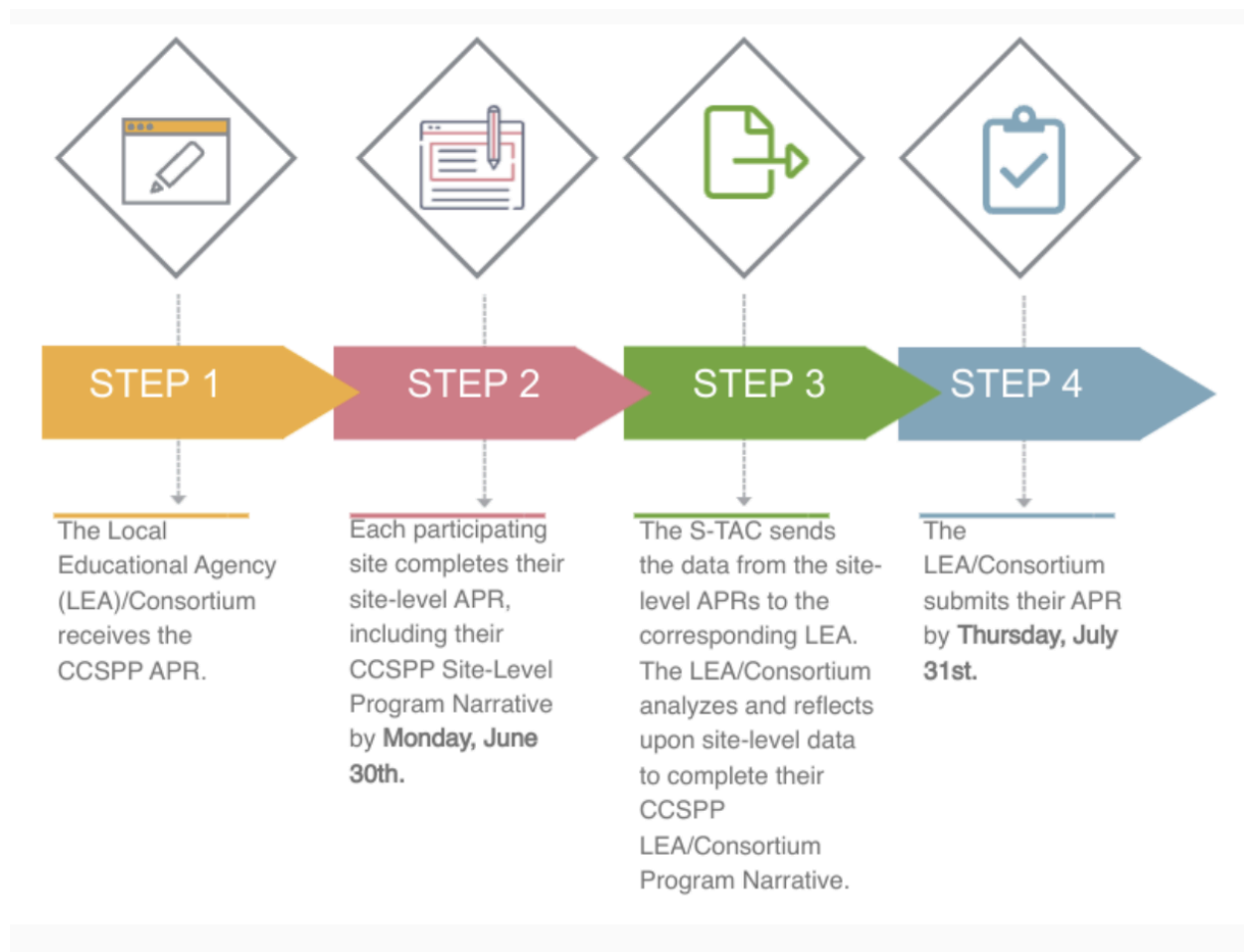
Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be reported to the California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

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

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

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

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



1. Site-level Program Narrative

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

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

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



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

Region	<u>Greater Los Angeles Area</u>
Cohort	<u>7677t - Cohort 3</u>
LEA/Fiscal Agent	<u>Los Angeles Unified School District</u>
School Name (CDS Code)	<u>▼Charnock Road Elementary</u>

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).

19 64733 6016448

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

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1.1. CCSPP Capacity-Building Strategies

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

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

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

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

Shared Commitment, Understanding, and Priorities

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

- ☒ **Visioning:** To ensure interest-holders understand and support the community school strategy, sites launch a comprehensive communications campaign, and utilize tools like surveys and elections to gauge commitment to the strategy. The site creates a plan for a deep needs and asset assessment and a robust baseline data portfolio.
- ☐ **Engaging:** To ensure the voices of all interest-holders are a part of the community school process, a needs and assets assessment engages 75-100% of interest-holders in identifying a shared vision and top priorities. Results are shared through a findings report, leading to an implementation plan that includes indicators of success.
- ☐ **Transforming:** So that all interest-holders are engaging in collective action, teams are formed to address identified priorities from the needs and assets assessment. Teams foster innovation and possibility thinking—finding opportunities in complex issues. Teams regularly review data and celebrate growth and success.

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

- ☒ Outreach materials
- ☒ Surveys

- ☒ Interview/focus groups data from school staff
- ☒ Interview/focus groups data from students and/or families
- ☒ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☒ Needs and Assets Assessment tools/participation rates
- ☒ Capacity-Building Strategies Self-Assessment Tool
- ☐ Other (Please specify):

Centering Community-Based Learning

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

- ☒ **Visioning:** Sites create shared understanding around the core principles of community-based learning and work to provide the supportive environmental conditions that enable students to better engage in learning and cognitive processes (e.g, relationship-centered practices, social-emotional skill development, restorative practices).
- ☐ **Engaging:** Educators' skill and self-efficacy to implement community-based learning, and to provide supportive learning environments is increased through robust, teacher-led professional learning and collaborative planning as well as curated learning resources and new structures (e.g., Advisory). Addressing the interests, strengths, and learning needs of vulnerable students is prioritized.
- ☐ **Transforming:** Community-based learning in restorative, relationship-centered climates, forms the basis of the site's academic program with multiple, non-traditional measures of student growth and wellbeing used to monitor progress and growth. Learning is visible to all with families, communities, and partner sharing in success.

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

- ☒ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☒ School climate surveys
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections

- ☐ Student engagement or attendance rates
- ☐ Family and community engagement or attendance
- ☐ Community learning tours and/or home visits
- ☐ Professional development or training sessions
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Collaborative Leadership

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

- ☒ **Visioning:** In order to cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces of shared decision-making and identifies potential leaders and opportunities for increased voice.
- ☐ **Engaging:** In order to build the capacity to share power and voice, schools launch or revamp school sites or governance councils that are diverse in composition and democratically-built.
- ☐ **Transforming:** Student, educator and community voice is increased and operationalized across various spaces of shared decision-making. Major decisions are made through democratic engagement processes that are clear and transparent.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "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)
- ☒ Capacity-Building Strategies Self-Assessment tool
- ☐ Other (Write-In):

Sustaining Staff and Resources

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

- ☐ **Visioning:** Schools recognize the important role that all site educators and resources play in successful implementation. Teams acknowledge requisite mindsets, staffing needs, and financial resources needed for successful community school implementation.
- ☒ **Engaging:** Teams recruit diverse community school staff, including a CS coordinator/director, and re-imagine the traditional roles of principals and educators while securing sustainable funding sources. Schools track critical workforce and professional learning data (e.g., teacher retention rates, school climate surveys) to improve and maintain working environments where educators want to stay and grow.
- ☐ **Transforming:** Schools monitor culture, climate, and working conditions data to support staff retention and growth, ensuring a "whole teacher" approach. They collaborate with the LEA to develop and update a long-term funding plan that sustains staff, partnerships, programs, and facilities, and fully integrate the community school plan into the SPSA and other improvement plans for a unified approach to school transformation.

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

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

Strategic Community Partnerships

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

- ☒ **Visioning:** Shared leadership teams map local assets to develop and disseminate a resource directory of current and potential partnerships that support learning experiences and the wellbeing of students. Partners understand the mutual benefits and impact of the community school strategy.
- ☐ **Engaging:** The results of the needs and assets assessment process are used to create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services. Sites collaborate with partners to streamline service access and delivery.
- ☐ **Transforming:** Community partnerships are strengthened and expanded through collaboration and a shared commitment to data-informed continuous improvement. Services and supports provided are embedded into existing systems and processes to improve access and coordination. Partnerships Evolve based on changing needs and assets.

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

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

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

Your word count is: 0

Charnock Road Elementary School continues to foster the growth of lifelong learners, problem solvers, and responsible citizens by connecting classroom learning to real-world experiences. Through a variety of enrichment opportunities such as cultural arts assemblies, field trips, a robust gardening program in partnership with the Garden School Foundation, a robotics team, author visits, and district-provided arts programming in vocal music, instrumental music, and theater, students are engaged in a holistic educational journey. STEM lessons further complement this hands-on approach to learning. A highlight of the year was the return of the Natural History Museum's mobile museum to campus, offering students in grades 3–5 interactive science lessons that were later reinforced by visits to the museum itself. With the support of a CCSPP grant, dance was added to the arts curriculum, allowing students alternative, creative avenues for demonstrating knowledge in ways that align with their unique strengths and needs. Charnock Road Elementary has also prioritized sustaining its high-quality programs by investing in professional development for staff and providing students with ongoing experiential learning opportunities.

The CCSPP grant also enabled the school to expand family engagement through high-impact adult learning workshops on topics such as computer skills, financial literacy, and supporting the academic and social development of students with autism. These workshops, developed through a strategic partnership with the Parent Education Bridge for Student Achievement Foundation (PEBSAF), have strengthened trust between families and the school community, especially with administrative staff and the parent center. They have empowered parents to take a more active role in their children's education by equipping them with practical skills and knowledge. PEBSAF's comprehensive family engagement framework has proven instrumental in fostering a collaborative learning environment where both students and families are supported and encouraged to thrive together.

1.2. CCSPP Engaging Educational Partners

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

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

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

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

	Estimate the number of individuals in each category that were engaged in developing your community school at any time during the implementation process. Number	How many total individuals in this category do you have at your school? Number	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	Visioning exercises	School council/steering committee meetings	Other meetings and forums	School events	Other	

Administrators			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Certificated staff			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Classified staff			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Students		Auto-populated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Family members		Auto-populated	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Community members (members of the surrounding community that do not have an affiliation with the school.)		Auto-populated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Charnock Road Elementary has demonstrated a strong commitment to fostering meaningful relationships with educational partners and community agencies to enhance the academic and personal development of all our students. Our school recognizes the importance of a well-rounded education that extends beyond the classroom, and we have actively collaborated with a diverse range of community organizations to support this vision.

In terms of student well-being, we have established valuable partnerships with healthcare and counseling providers such as St. John's Mobile Clinic, which delivers accessible medical care on campus; Big Smiles, which provides in-school dental services; and Maple Counseling, offering mental health support to help students navigate emotional and social challenges. These services ensure that students' physical and emotional health needs are addressed, creating a solid foundation for academic success.

To further enrich our instructional programs, we have also partnered with organizations that support innovative and engaging learning experiences. Our collaboration with the Garden School Foundation has brought hands-on garden-based education to our campus, promoting environmental awareness, nutrition, and science learning. Through the support of the Cotsen Foundation, our teachers have engaged in high-quality professional development aimed at cultivating exemplary teaching practices. The partnership with UCLA's Center X CGI (Cognitively Guided Instruction) Math initiative has empowered our educators to implement research-based math instruction that deepens students' understanding and problem-solving skills. Additionally, the Masons of West Los Angeles have been generous supporters of our school, contributing resources and encouragement that reflect the broader community's investment in our students' success.

These partnerships have not only enriched the educational environment at Charnock Road Elementary but have also strengthened the ties between our school and the wider community, ensuring that every student receives the support and opportunities they need to thrive.

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

In your response, include the following:

1. An estimate of how many individuals (e.g., students, caregivers, community members) from this group you have engaged in your community school development at any point during the implementation process
2. The total number of individuals within the identified group, as applicable

3. A brief description of how these individuals have been engaged. Examples include creating culturally inclusive spaces, fostering student leadership, hosting focus groups, etc.

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

	Total number of individuals engaged in developing your community school at any point during the implementation process	Total number of individuals within the identified group	How are you engaging individuals (students and/or families) within the identified group
	Number	Number	Comments
English language learners	53	Auto-populated	Through ELAC meetings, Parent workshops, and 1:1 consultation.
Students with disabilities	86	Auto-populated	Through IEP meetings, Parent Workshops, and 1:1 consultation
Socioeconomically disadvantaged students	256	Auto-populated	Through ELAC, SSC, LSLC, and CSIT meetings, as well as Weekly Bulletins, and 1:1 consultations
Racially marginalized populations	0		
Homeless youth	2	Auto-populated	
Foster Youth	0	Auto-populated	
Chronically absent students	92	Auto-populated	Through home visits, attendance assemblies, SART meetings, and 1:1 consultation with the school's PSA
Other 1(Write-in):			
Other 2 (Write-in):			

Other 3 (Write-in):			
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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 Plan or Needs and Assets Assessment.

	Are these whole child and family supports part of your Community Schools Implementation Plan / Needs and Assets Assessment?	
	Yes	No
Health Screening and Services (vision, dental, hearing, neurological, physical health)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental health Screening and Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nutrition Services and Support	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic Support (tutoring, specialist, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Counseling Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Multi-Tiered System of Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordination of Services Team (e.g., COST team)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Before School (times/services)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
After School (times/services)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Summer Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
During School (learning pathways, differentiated instruction, lab times, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher Leadership Development and Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Leadership Development and Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Leadership Development and Opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Shared Decision-Making Bodies that center the voices of students, families and community	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Home Visits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Positive Behavioral Supports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Project-Based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Culturally-Sustaining and Responsive Curriculum and Pedagogy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community-Based Curriculum, Pedagogy, and Projects	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personalized Learning Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Performance Assessments (e.g., capstones, portfolios, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other: (Write in)	<input type="checkbox"/>	<input type="checkbox"/>
Other: (Write in)	<input type="checkbox"/>	<input type="checkbox"/>
Other: (Write in)	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	When did you start implementing this support?	How have you implemented the support this year? (Select all that apply.)				In the past year, how many individuals were served? Please enter a number only in the applicable categories.				In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		A. Expanded partnerships	B. Provided training / professional development	C. Expanded capacity (e.g. Increased offerings, hired new staff) to offer support	D. Collecting data and tracking improvement	Students	Staff	Parents/Family members	Other individuals		Other (Write-In)	
Health Screening and Mental Health Services	P...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	298	0	0	0	L...		Dental Screenings Vaccination Clinic Social Emotional Learning

(dental, hearing, neurological, physical health)												
Garden School Foundation (seed to table education)	P... ▾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	298	0	0	0	L... ▾		Gardening Classes Cooking Classes
Got Game?	P... ▾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	298		0	0	O... ▾	TSP	Psychomotor Classes Physical Education
Dance & Discussion	S... ▾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	298	0	0	0	O... ▾	C C S P P G R A N T	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

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.

	<u>Cohorts 1 and 2 only:</u> Was this goal submitted with the previous APR?	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal
Goal 1: Increase Parent Engagement/	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	This goal emerged from the findings of the Assets and Needs Assessment, along with various surveys and focus groups	We have begun using various methods of communication to access as many

<p>Family Involvement</p>		<p>conducted with staff, parents, students, and community members. A consistent theme across these sources is a widespread misunderstanding of what parent involvement truly entails. What is clear, however, is that current levels of parent and family engagement—whether in governance councils, school meetings, or events—are insufficient. Teachers and staff have also expressed a desire for more structured volunteer opportunities for parents and caregivers. In response, the goal is to cultivate a shared vision that amplifies parent and caregiver power and voice. This includes leveraging existing shared decision-making spaces, identifying potential parent leaders, and expanding opportunities for meaningful involvement. Ultimately, Charnock Road Elementary aims to better recruit, organize, and empower parents to actively support the school in impactful ways.</p>	<p>parents as possible. We are currently making use of Connect-Ed, Instagram, the school’s website, class dojo, flyers, and signs, in addition to using our marquee. Additionally we have made sure that all communication is delivered in English and Spanish. We have also started to have “Coffee with the CS Coordinator” once a month to encourage parents to visit the Parent Center and ask an assortment of questions regarding the instructional program and school operations.</p> <p>We have also made a renewed effort to call for more parent volunteers. We have begun creating schedules for the various sectors at the school site where assistance may be needed by our school and/or staff. Moreover, we have begun to recognize our parent volunteers by providing them with</p>
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			certificates at a school-wide assembly.
<p>Goal 2:</p> <p>Increase in 2nd Grade DIBELS MOY % at Benchmark</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>	<p>This goal was developed in alignment with our Tiered Intervention Program at Charnock Road Elementary. Second grade is a pivotal year in preparing students for the increased academic demands of the upper grades, including standards-based testing and a more rigorous instructional program. To support students who do not meet the DIBELS benchmark in the first reporting period, we provide targeted intervention through our Academy Program. This program focuses on foundational literacy skills to help students become more proficient readers. Accordingly, one of our goals for the upcoming year is to increase the percentage of second-grade students achieving benchmark or above on DIBELS MOY assessments.</p>	<p>For the 2024-2025 school year, Charnock Road Elementary we have provided intervention services to our second graders in need of remediation through our Academy program. We have also provided after-school tutoring targeting some second grade students performing below benchmark.</p>
<p>Goal 3:</p> <p>An increase in Student Attendance through School Engagement</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>	<p>This goal was developed in response to findings from the Assets and Needs Assessment (ANA), along with input gathered through surveys and focus groups involving staff, parents, students, and community members. A common theme across these sources was the urgent need to</p>	<p>Currently, our students receive theatre and music instruction—both vocal and instrumental—through two itinerant arts teachers. In addition to these offerings, we have recently</p>

		<p>boost student attendance by increasing engagement. In particular, expanding access to arts and STEM programming was identified as a key strategy to spark student interest and promote regular participation. By broadening and diversifying the curriculum, this goal aims specifically to improve overall attendance rates and significantly reduce chronic absenteeism throughout the school.</p>	<p>expanded our program to include dance classes. Looking ahead, we are further enriching our arts curriculum by introducing a visual arts component, building on the strong foundation we have already established.</p>
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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 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: If you have more than one metric for Goal 1, please add here.	School climate measures	This school recruits and organizes parents to help and support the school	78.0%	89%	85.2%	90.0%
Goal 2: If you have more than one metric for Goal 2, please add here.	School attendance rates	A increase in the proficient attendance rate of 96% or above A decrease in the chronic attendance rate of 91% or lower	24.7% 45.8%	38.2% 33.2%	40.9% 28.2%	41% 26%

Goal 3:
If you have more than one metric for Goal 3, please add here.

Academic Achievement

By March 2026, 44% of Second Grade Students will score benchmark in ELA as measured by DIBELS MOY

17.0%

15.0%

34.0%

44.0%

Goal Analysis

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

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

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

Your word count is: 0

At Charnock Road Elementary, increasing parent engagement remains a key priority. We've enhanced communication efforts about school governance, meetings, and Parent Center activities through both traditional (Connect-Ed, marquee, website) and modern platforms (Class Dojo, Instagram, email). For the first time, all messages are bilingual in English and Spanish. While participation is still growing, we've seen increased parent involvement in council meetings and greater presence in the Parent Center.

To further support families, we now offer ESL and basic computer classes to help parents stay connected. Additional workshops focus on finance literacy and supporting students with autism, equipping families with tools to engage more effectively in their children's education.

We're also broadening student enrichment opportunities. Building on existing programs like Seed-to-Table, music, and theater, we've added dance and drama this year. Our long-term vision includes a full arts program with instrumental music, visual arts, and movement. We also plan to launch a hands-on STEM program to develop critical thinking and collaboration skills.

To support student mental health, a Pupil Services & Attendance Counselor is on campus three days a week to help address attendance and behavioral challenges. A school psychologist is available once a week to support students with IEPs and others in need. Additionally, a counseling agency provides occasional social-emotional learning sessions for TK–5th grade. Our goal is to partner with a university-affiliated counseling agency to provide consistent, on-site mental health services next year.

Together, these efforts aim to build a more connected, inclusive school community that supports every student's academic success, emotional well-being, and social development.

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 select all the community school groups below that participate in your school climate data collection process:	What instrument or process do you use to assess school climate for this group? (Select all that apply.)							If you selected a district or school-developed survey, please enter the name of that survey below. If you selected "Other", please enter details about your measures of school climate below.
		California Healthy Kids Survey (CHKS)	Panorama Survey	CORE: Student Socio-emotional Learning & Climate Survey	Youth Trust	District-developed survey	School-developed survey	Other	
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School Experience Survey
Family members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School Experience Survey

Administrators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School Experience Survey
Certificated staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School Experience Survey
Classified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School Experience Survey
Community partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others (write-in):									

How often do you collect school climate data?

- ☐ Every other year
- ☒ Annually
- ☐ Twice a year
- ☐ Other (Write-in)

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

Your word count is: 0

As far as improvements in the social climate at Charnock Road Elementary, there is clear and growing evidence, as observed by the staff, that our school no longer operates in isolation. It is recognized that Charnock Road is not an island unto itself, but rather an integral part of a broader network that includes our parents, families, and the surrounding Mar Vista and Palms communities. There is an increased awareness among all stakeholders that the decisions made at the school level must be centered around the needs and best interests of the students, while also considering the overall welfare of the community. This shift in understanding reflects a deeper commitment to inclusive decision-making and shared responsibility.

For our parents and community partners, there is now a stronger understanding that their perspectives, experiences, and input are not only welcomed but essential in shaping the direction of the school. They recognize that their voices play a critical role in ensuring the well-being and success of all students. Families are reminded and encouraged to participate in school activities, attend meetings, and engage in meaningful conversations about their children's academic and emotional development. Their involvement is no longer seen as optional, but as a vital part of a collaborative effort to improve educational outcomes.

From an administrative standpoint, there is a more deliberate effort to embrace the identity of a true community school. This involves cultivating authentic partnerships with local organizations, community leaders, and service providers to support a more holistic approach to education. The goal is to create a welcoming environment where the school acts as a central hub for services, information, and collaboration. Ultimately, the emphasis on connectedness and community engagement reflects a broader vision of equity, shared purpose, and collective action aimed at uplifting every child's educational journey and quality of life.

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 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

At Charnock Road Elementary, our commitment to whole-child development and equitable access to learning drives our strategic approach across all areas of the California Community Schools Partnership Program (CCSPP). Our capacity-building efforts begin with professional learning communities (by grade levels) that focus on culturally responsive teaching, trauma-informed practices, and data-driven instruction. These grade-level teams ensure that all staff are equipped to meet the diverse academic and socio-emotional needs of our students.

We prioritize authentic engagement with educational partners, including parents, local organizations, and community leaders. Through Spanish and bilingual parent workshops, and surveys, we create space for families to co-design initiatives and influence decision-making. Our partnership with local nonprofits allows us to offer after-school enrichment, and mental health services, directly supporting the needs expressed by our families.

Aligned with CCSPP goals, our work is focused on creating a safe, inclusive, and empowering school environment. We view every strategy—whether academic, behavioral, or

social-emotional—as interconnected and rooted in community voice. By fostering trust and building capacity we are seeing measurable progress in student attendance, engagement, and achievement.

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

	How many individuals in each category below helped complete this APR?	How many total individuals in this category do you have at your schools?
Principal	1	1
Assistant Principal (if applicable)	1	1
Community Schools Coordinator(s)	1	1
School Counselor/Social Worker/Psychologist	1	1
Teacher(s)	19	19
Instructional Coach(es) (if applicable)	1	1
Other staff	3	5
Student(s)	296	Auto-populated
Parent/guardians(s)	275	Auto-populated
Community member(s) (members of the surrounding community that do not have an affiliation with the school)	7	Auto-populated
Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)	3	3
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

The involvement of our community school groups played a critical role in the preparation of our Annual Performance Report (APR). We are proud to highlight the high level of engagement across our school community, beginning with the comprehensive Assets and Needs Assessment. This assessment saw an impressive 99% student participation, with over 85% of parents and 95% of staff also contributing. Their feedback provided invaluable insights into the strengths and areas of growth within our school community, forming a strong foundation for our APR.

Throughout the APR development process, we maintained ongoing collaboration with our school's governing councils and parent groups. These meetings were held regularly to ensure transparency, gather input, and align our strategies with the priorities identified by stakeholders. During these sessions, we reviewed data, discussed program impacts, and explored opportunities for improvement. These open forums allowed for meaningful dialogue and ensured that the voices of students, families, and staff were reflected in our final report.

Additionally, community school groups provided input on program implementation and resource allocation, helping us align our school's vision with the needs identified by the broader school community. This inclusive process not only strengthened the accuracy and relevance of our APR, but also deepened stakeholder ownership and commitment to the continuous improvement process. The high level of engagement across all groups underscores our shared commitment to student success and our belief in the power of community partnership. Their contributions were essential in shaping a well-informed and actionable APR.

How useful was the APR process in assessing your CCSP 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

To improve the Annual Program Review (APR) process and make it a more meaningful and useful reflection tool for the implementation of the California Community Schools Partnership Program (CCSPP), the following suggestions are recommended:

1. **Introduce the APR Earlier in the Year:** Presenting the APR process at the beginning of the school year would provide CS Coordinators with a clear framework for reflection and goal alignment from the outset. This early introduction would support more intentional planning, data collection, and implementation tracking throughout the year, rather than treating the APR as a retrospective exercise.
2. **Integrate the APR into Ongoing Monitoring and Coaching:** Embedding APR checkpoints into quarterly or semester-based progress reviews can foster continuous reflection. This allows coordinators to make mid-course corrections and maintain alignment with the CCSPP goals.
3. **Provide Access to Relevant Data Dashboards:** To streamline data collection and analysis, embed direct links within the APR template to both state and LAUSD dashboards. This could include the LAUSD Open Data Portal
4. **Easy access to key metrics** such as chronic absenteeism, school climate survey results, and academic performance will enable coordinators to ground their reflections in current, relevant data.
5. **Include Guided Prompts Aligned with CCSPP Pillars:** Ensure that APR reflection questions explicitly connect to the four pillars of community schools—integrated student supports, expanded learning time, family and community engagement, and collaborative leadership. This focus encourages more strategic, pillar-driven reflection.
6. **Offer Training and Examples of Effective APRs:** Coordinators may benefit from professional development that outlines best practices for completing the APR, alongside annotated exemplars that demonstrate meaningful reflection and use of data.

By implementing these improvements, the APR can serve not just as a year-end compliance tool, but as a dynamic resource that actively guides and strengthens CCSPP implementation throughout the year.

2. Site Level Additional Documents and Evidence

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

CCSP implementation plan (2024-2025) 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 CCSP [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 CCSP implementation plan was posted to share with your school community.

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

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

- ☒ Yes
☐ No

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

- ☐ Yes
☐ No

Cohort 1 and Cohort 2 ONLY: Sustainability plan

Please attach your current sustainability plan as an Excel document as it stands at the time of your APR submission (we are aware that it is not a static document). Use the optional CCSP [Sustainability Plan Template](#). Include your school name and CDS code in the name of the file. (Example: ShadowUSD_12123451234567.xls). **This is a required upload.**

