California Community Schools Partnership Program Cohort 1 Grantee Survey

Welcome to the California Community Schools Partnership Program (CCSPP) Cohort 1 Grantee Survey. We appreciate your participation in this important survey aimed at gaining a better understanding of CCSPP grantee practices and needs.

This survey is divided into two parts:

1. **Part 1 – CCSPP Grantee Baseline Survey.** This portion of the survey is designed to collect information related to your Local Educational Agency's (LEA) community school strategy and supports provided to community school sites (if applicable). Data from this portion of the survey will be used to document CCSPP Cohort 1 grantee practices and characteristics at the beginning of the grant. This data will be given to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

   This portion of the survey is intended to be the first in a series of surveys over the course of the CCSPP grant period aimed at capturing growth in community school practices over time. Given that this is a baseline survey, it is likely that many of the practices asked about in the survey are not yet in place; this is expected, and we encourage you to be honest in your responses so that areas of growth over time can be captured.

2. **Part 2 – CCSPP Needs Sensing Survey.** This portion of the survey is designed to collect information about the topics you are most interested in receiving technical assistance and support on. Data from this portion of the survey will be given to the CCSPP State Transformational Assistance Center (S-TAC), Regional Technical Assistance Centers (RTACs), and the CDE to inform the development of appropriate resources and supports to best assist your community school efforts. Responses to the needs sensing section of the survey may be examined in a disaggregated fashion to ensure the technical assistance team provides relevant supports to those who indicate interest in specific topics.

We are requesting **one survey response from each grantee agency for each CCSPP grant**. Although only one response is needed, we welcome you to work with colleagues to collaboratively complete the survey. If your LEA manages more than one CCSPP grant, your LEA will be invited to complete multiple surveys, one for each grant. The survey will take approximately 30-45 minutes to complete and ideally should be completed in a single session. You are encouraged to review the PDF version of the survey and prepare your responses in advance to streamline the online survey completion process. You may complete the survey over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.

If you have any questions about the survey, please email us at CCSPP@wested.org.

Part 1 – CCSPP Grantee Baseline Survey

Section 1. Grantee Background

The first section of this survey asks you to provide a few details about the LEA (i.e., the lead grantee agency for the CCSPP grant) and the person or people completing this survey.

1. Select your LEA. (Drop down)

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2. What type of CCSPP grant did your LEA receive?
   a. Planning
   b. Implementation

3. How many school sites does your LEA serve or plan to serve through your CCSPP grant?

1

4. Does your LEA operate as a consortium for the CCSPP grant?
   a. Yes
   b. No
   c. Not yet but planning to

5. How long has your LEA operated community schools?
   a. The grantee agency has not yet operated a community school
   b. Currently in the first year
   c. 1–2 years
   d. 3–5 years
   e. 6–10 years
   f. 11+ years

6. Please provide contact information for someone familiar with the CCSPP grant in case clarification about survey responses is needed.
   a. Name (open ended)
   b. Job Title (open ended)
   c. Email (open ended)
   d. Phone Number (open ended)

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Section 2. Community Awareness

This section of the survey asks you to reflect on the surrounding community's awareness of your LEAs community school efforts, as well as the activities your LEA engages in to promote awareness.

7. How aware is the surrounding community of your LEA's community school strategy?
   a. Not at all aware
   b. Slightly aware
   c. Moderately aware
   d. Very aware
   e. Extremely aware

8. Please indicate the extent to which your LEA engages in the following community outreach activities.

Not Not Yet but at All   **Planning To**   a. Our LEA engages in concrete activities (e.g., events, newsletters) to raise   **Small Extent Moderate Extent Large Extent**

b. Members of the community are identified as leaders and advocates of

○ ○ ○ ○ ○

awareness about the community school approach throughout our community.

our community school approach. ○ ○ ○ ○ ○

9. To what extent are the following types of information regarding your community school strategy publicly shared with the community (e.g., through public reports and/or presentations)?

	Not at All	Small Extent	Moderate Extent	Large Extent	Not Yet but Planning To
a. Implementation plan updates	○	○	○	○	○

b. School-level outcomes (e.g., attendance rates) ○ ○ ○ ○ ○

c. Program outcomes (e.g., number and quality of new partners) ○ ○ ○ ○ ○

10. Please indicate how often your LEA updates the public on the progress of your community school strategy (e.g., LEA-level outcomes, program outcomes, implementation updates) using each of the following outreach strategies.

	Biweekly	Monthly	Quarterly	Yearly	Not at all	Not Yet but Planning to
a. Public reports	○	○	○	○	○	○

b. Email campaigns ○ ○ ○ ○ ○ ○

c. Newsletters ○ ○ ○ ○ ○ ○

d. Public presentations ○ ○ ○ ○ ○ ○

e. Other (Write-in) ○ ○ ○ ○ ○ ○

Section 3. Partnerships and Services

The next section of the survey asks you to reflect on the systems your LEA has established to support students' access to services offered through community schools.

12. Please indicate the approach(es) your LEA uses or plans to use to provide the following services to students. Use the following definitions as you answer this question and select as many as apply:

Internally Provided: Services are provided to students by school/district/county staff. **Formal Partnership:** Services are provided to students by an external partner with which the LEA has a written agreement such as a Memorandum of Understanding (MOU), Confidential Information Agreement (CIA), or shared use agreement.

Informal Partnership: Services are provided by an external partner without a written agreement.

Not Providing Yet but Plan To: LEA does not currently provide these services for students but plans to in the future.

No Plans to Provide Services: LEA does not currently provide these services for students and does not plan to in the future.

	Provided			Not Providing Yet but Plan To	No Plans to Provide Services
	Internally	Formal Partnership	Informal Partnership		
a. Academic supports (e.g., tutoring, specialists)	○	○	○	○	○
b. Advisory programs	○	○	○	○	○
c. Curriculum projects connected to community issues	○	○	○	○	○
d. Early childhood care/education (e.g., childcare, Head Start)	○	○	○	○	○
e. Expanded learning opportunities before and/or after school (e.g., academic support, enrichment, internships, jobs)					
f. Expanded learning opportunities during school (e.g., academic support, enrichment, community based learning, internships, jobs)	○	○	○	○	○
g. Family engagement (e.g., home visits, family-teacher-student conferences)	○	○	○	○	○

	Internally Provided	Formal Partnership	Informal Partnership	No Plans to	Providing Yet but Plan To / Provide Services

Not

education, educational workshops)

h. Family education and supports (e.g., family centers, adult   ○ ○ ○ ○ ○

i. Legal services ○ ○ ○ ○ ○ hearing)○ ○ ○ ○ ○

j. Medical screenings (e.g., vision,

vaccinations, check-ups)○ ○ ○ ○ ○ k. Medical services (e.g., dental,

l. Mental and behavioral health screenings (e.g., internalizing and externalizing behaviors, emotion regulation, psychological distress)   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

m. Mental and behavioral health interventions (e.g., mental health services, counseling, MTSS)

n. Mentoring ○ ○ ○ ○ ○

o. Mobility/housing/homelessness

services ○ ○ ○ ○ ○ p. Nutrition services ○ ○ ○ ○ ○ programs○ ○ ○ ○ ○

q. Social and emotional learning

r. Summer programs ○ ○ ○ ○ ○ s. Transportation services ○ ○ ○ ○ ○ support positive school

climate○ ○ ○ ○ ○

t. Restorative practices/practices to

u. Other (please specify) ○ ○ ○ ○ ○

13. Please indicate the extent to which your LEA engages in the following partnership activities.

	Not at All	Not Yet but Planning To	Small Extent	Moderate Extent	Large Extent
a. Our LEA supports formalizing ongoing partnerships through a written agreement, such as an MOU or shared use agreement (e.g., data use, shared space).					

a. Our LEA supports formalizing ongoing partnerships through a written agreement, such as an MOU or shared use agreement (e.g., data use, shared space).

schools with agencies, philanthropic partners, institutions of higher education, parent and community organizing groups, and/ or local governments).

○ ○ ○ ○ ○

b. Our LEA supports school sites in determining the types of partnerships that are most strategic and relevant to their community based on the changing needs of schools and their local communities.

○ ○ ○ ○ ○ ○ ○ ○ ○

c. Our LEA supports school sites in engaging community partners to participate in community school decision-making bodies and communities of practices.

d. Our LEA identifies and establishes a repository of active districtwide community partners (e.g., community

○ ○ ○ ○ ○

Section 4. Systems-Level Infrastructure and Coordination of Supports

The next section of the survey asks you to reflect on your LEA's community school infrastructure and the activities your LEA engages in to coordinate community school supports.

16. Does your LEA have a community schools steering committee/advisory council?
    a. Yes
    b. No
    c. Not yet but planning to

17. (*If responded "yes" to Q16*) To what extent do individuals in the following roles actively contribute to your LEA's community schools steering committee/advisory council?

	Not at All	Not Yet but Planning To	Small Extent	Moderate Extent	Large Extent

a. Administrators ○ ○ ○ ○ ○   b. Teachers ○ ○ ○ ○ ○ and classified staff ○ ○ ○

○

c. Other certificated

d. Students ○ ○ ○ ○ ○   e. Family members ○ ○ ○ ○ ○   f. Community members ○

○ ○ ○ ○ specify)○ ○ ○ ○ ○

g. Other (please

18. (*If responded "yes" to Q16*) How often does your LEA's community schools steering committee/advisory council convene to determine the focus and direction of community school efforts?
a. Biweekly
b. Monthly
c. Quarterly
d. Yearly
e. Not at all

19. (*If responded "yes" to Q16*) Please indicate the extent to which your community schools steering committee/advisory council engages in the following activities.

		schools steering	Large Extent
Not **Not Yet but** **at All**	**Planning To** a. Our LEA's community	**Small Extent** **Moderate Extent**	

committee/advisory council explores and reflects on new strategies learned from school sites and the larger community.

committee/advisory council continues to be revisited to ensure it reflects the diversity of the community.

○ ○ ○ ○ ○ ○ ○ ○ ○

b. Our LEA's community schools steering committee/advisory council provides guidance to site-level implementation team(s).

c. The work of our LEA's community schools steering committee/advisory council evolves and is shaped by deep engagement with educators, students, families, and community members.

○ ○ ○ ○ ○ ○ ○ ○ ○

d. Our LEA's community schools steering

20. Has your LEA hired or identified an LEA-level community school coordinator/director to lead the LEA-level implementation team?
a. Yes
b. No
c. Not yet but planning to

21. (*If responded "yes" to Q20*) Has your LEA hired or identified other support staff (e.g., administrative support, communication specialist, budget analyst, grant writer) to support your community school director?
a. Yes

b. No

c. Not yet but planning to

22. How often does your LEA engage with site-level community school leadership teams to address challenges that arise within school sites?

a. <mark>Biweekly</mark>

b. Monthly

c. Quarterly

d. Yearly

e. Not at all

f. Not yet but planning to

23. Please indicate the extent to which your LEA engages in the following systems-level activities to coordinate community school supports.

	Not at All	Not Yet but Planning To	Small Extent	Moderate Extent	Large Extent

a. Our LEA pursues policy initiatives (e.g., financial, resourcing, implementation) that align with and reinforce the shared vision for community schooling.

b. Our LEA ensures that diverse staff who reflect the linguistic, ethnic, and racial diversity of the communities they serve are recruited, supported, and retained.

c. Our LEA has a structure in place for problem-solving system-level issues emerging from our community school work, such as a cross-sector system-level working group (e.g., Children's Cabinet or Collective Impact Partnership).

d. Our LEA develops systems to support school capacity to access, understand, and use data for continuous program improvement.

e. Our LEA brings together communities of practice to share best practices to strengthen community-based curriculum and pedagogy.

f. Our LEA identifies long-term funding streams to ensure sustainability of community school staffing and operations.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Section 5. Progress Monitoring

The next section of the survey asks you to reflect on your LEA's practices to monitor progress on your community school strategy.

25. Please indicate whether your LEA has developed the following plans in collaboration with education partners.

Planning To

plan including

Not Yet but

Yes No

a. A comprehensive needs and assets assessment

tools and templates. ○ ○ ○

b. An evaluation plan for our community school strategy that

includes local data and measures. ○ ○ ○ c. An implementation plan that outlines a

shared vision,

understanding, goals, and alignment of the LCAP.
community school implementation across
other LEA initiatives and strategies, including ○ ○ ○

Section 6. Resources and Professional Learning

The next section asks you to reflect on the resources and professional learning offered by your LEA.

28. Please indicate the extent to which your LEA engages in the following to develop and provide professional learning.

Not

Not Yet but   **Planning To**

at All

Small Extent

a. Our LEA co-constructs resources and

Moderate Extent

Large Extent

community school coordinators at the LEA level.

professional learning specific to
community school implementation with
administrators, educators, and classified
staff.

d. Our LEA provides a system of
professional learning supports, including
communities of transformative practice
that include site-level advisory teams
and education partners.

b. Our LEA co-constructs resources and
professional learning specific to
community school implementation with
students, families, and community
members.

e. Our LEA's resources and professional
learning topics are culturally sustaining
and rooted in racial justice values.

c. Our LEA provides a system of
professional learning supports for

○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

29. For each topic listed below, please select which roles your LEA offers resources and professional learning to.

	None of These Roles	Administrators	Teachers	Other Certificated and Classified Staff	Families
a. Community school policies, values, and structures	○	○	○	○	○
b. Shared leadership	○	○	○	○	○
c. Diversity, equity, and inclusion	○	○	○	○	○
d. Teaching and learning strategies that support community-based curriculum and pedagogy	○	○	○	○	○
e. Asset-based teaching and learning	○	○	○	○	○

Part 2 – CCSPP Needs Sensing Survey

This portion of the survey is intended to capture your needs. This information will inform the development of technical assistance (e.g., trainings, coaching, resources) to support grantees in planning, developing, and implementing effective community schools.

1. Please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.
   a. Strategic partnerships and cross-systems coordination
   b. Community school planning and implementation
   c. Integrated student supports and services
   d. Community-based teaching and learning
   e. Family and community engagement
   f. Collaborative leadership practices for administrators, educators, families, youth, and community members

Depending on the areas selected in item 1, respondents will select from these items. Respondents will receive a maximum of three item groups from 2a–2f.

2. From this list of more specific support topics, please select the topic areas you would be most interested in receiving technical assistance on to support your CCSPP goals and activities. (Select all that apply.)

2a. Strategic Partnerships and Cross-Systems Coordination
   a. Coordinating services and resources across community-based and interagency systems b. Developing strategic partnerships across school sites, districts, or with community-based organizations
   c. Sustaining strategic, ongoing community partnerships including MOUs and shared-use agreements
   d. Blending and braiding funding, including pursuing new funding streams
   e. Other (please specify)

2b. Community School Planning and Implementation
   a. Developing and/or implementing a deep needs and assets assessment plan, including tools and templates
   b. Systems to support schools' capacity to collect, access, understand, and use data (e.g., local measures, student experiences) for continuous improvement
   c. Communications and outreach planning to raise awareness of community schooling (including two-way communication practices with youth, families, and the community)
   d. State and federal policies, including financial, resourcing, and/or implementation that align with and reinforce community schooling
   e. Providing training and technical assistance to community school sites
   f. Defining the role and job description of community school coordinators
   g. Other (please specify)

2c. Integrated Student Supports and Services
    a. Addressing conditions of trauma and adversity (e.g., restorative practices, trauma informed approaches, positive behavioral interventions)
    b. Implementing Multi-Tiered Systems of Support (MTSS) and Coordination of Services Team (COST)
    c. Implementing social and emotional learning (SEL) strategies that foster skills to enable academic progress (e.g., self-regulation, interpersonal skills, and resilience)
    d. School- and community-based mental and behavioral health practices, supports, and partnerships
    e. Screening and referral systems and practices
    f. Recruiting, hiring, and retaining diverse community school support staff who are reflective of the community
    g. Other (please specify)

2d. Community-Based Teaching and Learning
    a. Early Childhood Education (ECE) learning programs (e.g., childcare, pre-kindergarten)
    b. Equitable, safe, and supportive learning environments that foster strong relationships and a sense of community
    c. Racially-just and culturally-sustaining teaching and learning practices
    d. Deeper learning instructional strategies that are asset-based and inquiry-oriented, including community-based curriculum and pedagogy
    e. Extended learning time opportunities and programs including before/after school care and summer programming
    f. Other (please specify)

2e. Family and Community Engagement
    a. Strategies to build trusting and inclusive relationships with families and community members, including culturally and linguistically responsive practices
    b. Equipping families with resources and guidance that will support classroom instruction and student well-being
    c. Sharing annual reports and progress data with families and the community about community school implementation and impacts
    d. Building capacity of the community to review, study, understand, and act on data
    e. Virtual or in-person home visitation practices
    f. Family education workshops, including workforce development, housing, English language supports, etc.
    g. Other (please specify)

2f. Collaborative Leadership Practices for Administrators, Educators, Families, Youth, and Community Members
   a. Building an LEA- or site-level community school steering committee/advisory council
   b. Collaborative leadership development for school leaders (e.g., democratic governance structures, shared accountability, transparency)
   c. Shared decision-making and participatory practices with staff, students, families, and community members
   d. Using collective wisdom derived from experience, family, history, and community culture to inform decision-making
   e. Strategies for youth to serve as key education partners in leadership roles and adults as allies
   f. Other (please specify)

3. Please select the areas below related to data use that you would be most interested in receiving technical assistance on to support your CCSPP goals. (Select all that apply.)
   a. Identifying and collecting actionable data
   b. Including representative community voices that may call for local measures, local interests, and goals
   c. Storytelling as a process to accurately reflect the experiences of students and educational partners (e.g., family members, school staff, community partners)
   d. Continuous improvement cycles to monitor progress of locally determined outcomes
   e. Dissemination of results with educational partners
   f. Leading inclusive data conversations with educational partners

4. Please describe any additional topics that would be helpful to receive technical assistance on to support your CCSPP grant. 17

5. Please select up to five topics that are areas of strength for your CCSPP grant. (Select up to five.)
   a. Coordinating services and resources across community-based and interagency systems b. Developing strategic partnerships across school sites, districts, or community partners c. Developing and/or implementing a deep needs and assets assessment plan, including tools and templates
   d. Systems to support schools' capacity to collect, access, understand, and use data (e.g., local measures, student experiences) for continuous improvement

e. Blending and braiding funding, including pursuing new funding streams

f. Implementing MTSS and COST initiatives

g. SEL strategies that foster skills to enable academic progress

h. School- and community-based mental health practices, supports, and partnerships i. Recruiting, hiring, and retaining diverse community school support staff who are reflective of the community

j. Equitable, safe, and supportive learning environments that foster strong relationships and a sense of community

k. Deeper learning instructional strategies that are asset-based and inquiry-oriented, including community-based curriculum and pedagogy

l. Expanded learning time opportunities and programs

m. Building and maintaining trusting and inclusive relationships with families and community partners

n. Virtual or in-person home visitation practices

o. Family education workshops

p. Building an LEA- or site-level community school steering committee/advisory council

q. Collaborative leadership practices for school leaders (e.g., democratic governance structures, shared accountability, transparency)

r. Shared decision-making and participatory practices with staff, students, families, and community members

s. Youth serving as key education partners in leadership roles and adults as allies

t. Other (please specify)

6. Is there anything else that would be helpful for the State and Regional Technical Assistance Centers to know about technical assistance supports you need?

Long Questions

11. To help us better understand where your LEA started and how CCSPP has impacted your LEA, please describe any community awareness activities that have already changed due to CCSPP. For example, if your LEA began providing public updates since the grant began, please note that here.

- Ever since receiving the CCSPP grant, Mission Prep has significantly improved community awareness through various initiatives. These include conducting multiple community meetings and implementing bilingual communications. One notable example is the introduction of a weekly newsletter called "The Monarch News." This newsletter is distributed to our families and contains updates on school events, news, and community happenings in the vicinity. To ensure accessibility, the newsletter is delivered via Parent Square, our online platform that communicates with families through email and text messages. Additionally, a physical copy is provided, distributed during school arrival. Mission Prep also hosts several LCAP and Family Engagement meetings where families actively participate in the decision-making process, receiving essential information regarding budgeting, plans, and programs at our school.

14. To help us better understand where your LEA started and how CCSPP has impacted your LEA, please describe any partnership activities that have already changed due to CCSPP. For example, if your LEA developed MOUs with new service providers, please note that here.

- Thanks to the CCSPP grant, a number of partnership activities have undergone significant changes. One notable example is our partnership with the Boys and Girls Club of San Francisco, which has been expanded as a direct result of this grant. Specifically, we have been able to offer on-site after-school care to approximately 125 of our students. Moving forward, we are excited to extend this service to an even larger number of students in the upcoming academic year. Furthermore, the CCSPP grant has allowed us to enhance our after-school program by offering an expanded range of programming, completely free of charge for our families. This includes engaging activities such as STEM classes, cooking classes, sports, arts, and tutoring services. As an educational institution, we are constantly seeking new opportunities to provide enriching experiences not only for our students but also for their families.

15. Please describe how your LEA supports school sites to use the data from needs and assets assessments to determine the types of partnerships that are most strategic and relevant for their school communities.

- At Mission Preparatory, we utilize data obtained from comprehensive needs assessments to strategically and purposefully determine the most relevant partnerships for our school community. As part of our commitment to data-driven decision-making, we conduct quarterly needs assessments to identify the specific needs of both our students and their families. Through one such assessment, it was revealed that there was a pressing requirement for technology literacy and resources within our community.

Based on this valuable data, Mission Preparatory forged a partnership with "EveryOneOn" to address this need effectively. As a result of this collaboration, our parents have been offered a technology class facilitated by "EveryOneOn." This program equips parents with the necessary skills to navigate essential programs and websites that contribute to their child's academic success. Moreover, the partnership has resulted in the provision of complementary chromebooks to our parents, which they can retain for personal use. Additionally, we have supplied other essential tools required to successfully complete the technology class.

Through such data-informed partnerships, Mission Preparatory strives to empower our school community by addressing identified needs and equipping parents with invaluable resources for their active involvement in their child's education.

24. To help us better understand where your LEA started and how CCSPP has impacted your LEA, please describe any systems-level infrastructure and coordination activities that have already changed due to CCSPP. For example, if your LEA developed systems to support the school's capacity to access, understand, and use data for continuous program improvement, please describe that here.

- Following the receipt of the CCSPP, Mission Prep has undertaken a series of strategic actions to bolster our community engagement efforts. These measures include the appointment of a dedicated community liaison, a comprehensive restructure of our Family Engagement Committee, and an enhanced approach to partnering with both existing and new stakeholders. Furthermore, we have implemented delineated service models to ensure the long-term sustainability of these partnerships.

    In our unwavering commitment to fostering a collaborative process involving multiple stakeholders, we have revamped our ongoing advisory and planning bodies. These entities now take on a more active role in driving collaboration and working alongside the community liaison. Through these concerted efforts, Mission Prep endeavors to foster meaningful community engagement and establish enduring partnerships that support our mission and goals.

26. As the lead grantee agency, how do you plan to examine the success of your CCSPP efforts? Please describe any standardized (e.g., attendance rates) and local (e.g., parent survey, needs/assets assessment) measures you plan to use to monitor progress.

- As the agency responsible for the grant, we have developed a comprehensive evaluation plan to assess the effectiveness of our efforts. This plan incorporates a combination of localized and standardized assessment methods. Our evaluation strategies encompass the following key components:

    ○ Establishment of clear goals and objectives: To ensure clarity and measurability, we have set explicit goals and objectives for our plan. We monitor attendance rates, testing scores, and progress reports, while also leveraging the timeline outlined in our planning grant. This allows us to delve deeper into the impact of our metrics and ascertain the extent to which they contribute to our students' success.

    ○ Collection and analysis of data: We employ a variety of data collection methods, both quantitative and qualitative, utilizing local and standardized measures. This enables us to gain a comprehensive understanding of the plan's impact. We administer caregiver surveys on a quarterly basis, conduct focus groups as part of our LCAP process, and actively involve our Family Engagement Committee in parent engagement initiatives.

- ○ Engagement of stakeholders: Recognizing the value of diverse perspectives, we actively engage stakeholders in the evaluation process. This includes teachers, staff, students, families, and other individuals directly affected by our plan. By soliciting their feedback and insights, we gather a well-rounded perspective on the plan's effectiveness and identify areas for improvement.

Through these robust evaluation strategies, we aim to continuously assess and enhance the impact of our plan, ensuring its alignment with our objectives and ultimately promoting the success of our students.

27. **To help us better understand where your school started and how CCSPP has impacted your LEA, please describe any progress monitoring activities that have already changed due to CCSPP. For example, if your LEA supported schools in conducting a needs and assets assessment, please note that here.**
   - Mission Prep has successfully implemented various tools and techniques to monitor progress and drive continuous improvement. One notable example is the implementation of quarterly caregiver surveys, which serve as a valuable avenue for families to provide feedback on multiple aspects. These surveys cover crucial topics such as masking policies, family communications and supports, and extended learning opportunities. By actively seeking input from caregivers, Mission Prep gains insights that inform decision-making and ensure alignment with family needs.

     In addition to caregiver surveys, Mission Prep has organized several LCAP meetings. These meetings facilitate meaningful discussions between the executive director and community members, focusing on the progress made in transforming Mission Prep into a community school. Through these meetings, Mission Prep actively listens to feedback from families and students, ensuring that the strategies implemented align with their needs and priorities.

     Furthermore, Mission Prep diligently monitors student academic progress to ascertain that students are effectively achieving their goals and meeting state standards. This commitment to monitoring enables Mission Prep to identify areas of strength and areas in need of additional support, allowing for targeted interventions and personalized support.

     By employing these comprehensive progress monitoring tools and techniques, Mission Prep maintains a strong focus on continuous improvement and ensures that all aspects of the school community are actively engaged in the pursuit of student success.

30. **To help us better understand where your LEA started and how CCSPP has impacted your LEA, please describe any resources and professional learning activities that have already changed due to CCSPP. For example, if your LEA began providing new professional learning relevant to community schools since the grant began, please note that here.**
   - Mission Preparatory has implemented a peer leading and learning network that draws upon research and policy, with a keen focus on acknowledging and leveraging the racial, cultural, linguistic, and experiential assets of the community it serves. Guided by the principles of creating a learning community, our approach emphasizes the development of peer-to-peer relationships and a deep understanding of the engagement preferences of diverse communities. Through weekly professional learning opportunities, Mission Prep staff have experienced significant growth in their ability and capacity to implement community engagement practices that are effective, equitable, and culturally responsive. These practices are informed by the

knowledge and skills acquired through ongoing professional development, ensuring that our efforts align with the needs and aspirations of the communities we serve.

Section 7. Reflections

The last section of this portion of the survey asks you to reflect on your LEA's strengths, challenges, and local metrics to gauge success.

31. **What is your primary focus (e.g., collaborative leadership, strategic community partnerships, professional learning) in developing your community school model and supporting CCSPP sites?**

   ● Mission Prep places utmost importance on the establishment of a community school model and the cultivation of community school sites with a primary objective of fostering a collaborative and comprehensive approach to building and sustaining strategic community partnerships. This endeavor entails forging alliances with grassroots-led community organizations, engaging community members, and involving various stakeholders in the provision of academic and social services. Our overarching aim is to not only support the success of students and their families but also to actively foster family engagement, recognizing its integral role in promoting holistic development and achieving positive educational outcomes. By actively collaborating with diverse partners and stakeholders, Mission Prep endeavors to create a thriving ecosystem of support that nurtures academic achievement, social well-being, and meaningful family involvement within the community.

32. **What are your biggest *strengths* in developing your community school model and supporting your CCSPP sites?**
   ● One of the key cornerstones in the successful development of our community school lies in the unwavering engagement and unwavering support we have received from our families and all stakeholders involved. Our commitment to family engagement has yielded remarkable results, empowering families with improved access and active participation in their students' education, right within the classroom setting. By conducting regular quarterly needs assessments and actively seeking feedback through feedback forms, we have created a platform that allows our families to provide valuable insights and perspectives, thus enabling us to cater to the unique needs of our community effectively. This inclusive approach has enabled us to implement a range of targeted resources and initiatives, such as tech literacy classes, parenting classes, and intentional partnerships aimed at ensuring food security. Moreover, recognizing the critical importance of reliable childcare, we have established dependable free childcare services to further support our families. By nurturing a culture of engagement and collaboration, we have harnessed the strengths of our families and stakeholders, resulting in a thriving community school that actively addresses the specific needs of our community while fostering an environment of support and empowerment.

33. **What are your biggest *challenges* in developing your community school model and supporting your CCSPP sites?**

As a committee of educators and parents working towards developing our community school model and supporting the California Community Schools Partnership Program, we have encountered several

significant challenges in the process. These challenges arise from the unique circumstances we face as we strive to rebuild our community after the pandemic, while also ensuring meaningful engagement, access, and understanding of what a community school truly is and what it is not. Here are some of our biggest challenges:

Rebuilding Trust and Engagement: The pandemic has created a sense of disconnection and uncertainty within our community. Rebuilding trust and reengaging community members, parents, and stakeholders in the process of developing the community school model is crucial. Overcoming skepticism, providing clear communication, and actively involving various community members in decision-making are key aspects we must address.

Resource Allocation: Developing a community school model requires adequate resources to meet the diverse needs of students, families, and the community. Ensuring equitable resource allocation is a challenge, as we must consider the varying needs and capacities within our community. Identifying funding sources, securing grants, and collaborating with local organizations will be crucial in providing necessary support services, such as mental health counseling, after-school programs, and enrichment opportunities.

Enhancing Accessibility: It is vital to ensure that all members of our community can access the resources and services offered by the community school model. We must address barriers to accessibility, including transportation, language barriers, and technological disparities. Collaboration with local transportation authorities, implementing language interpretation services, and bridging the digital divide are essential steps to foster inclusivity and accessibility.

Educating and Communicating the Community School Concept: Many community members may not have a clear understanding of what a community school is and what it entails. Educating parents, students, teachers, and the wider community about the community school model and its benefits is crucial for gaining support. Utilizing multiple communication channels, hosting workshops, and partnering with community leaders can help disseminate information effectively.

Developing Partnerships: Creating a successful community school model relies heavily on building strong partnerships with local organizations, businesses, and institutions. However, establishing and maintaining these partnerships can be challenging. It requires ongoing collaboration, alignment of goals, and effective communication to ensure the resources and expertise brought by partners align with the needs and vision of the community school.

Evaluation and Adaptation: Developing a community school model is an ongoing process that requires regular evaluation and adaptation based on community feedback and changing circumstances. Continuously assessing the effectiveness of programs and services, collecting and analyzing data, and making necessary adjustments is essential to ensure the community school model remains responsive to the evolving needs of our community. We keep engaging in courageous conversations about what is a need vs want, what is the supports and measures we need to prioritize and which community members voices are still absent from the collective gathering.