

Response Summary:

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

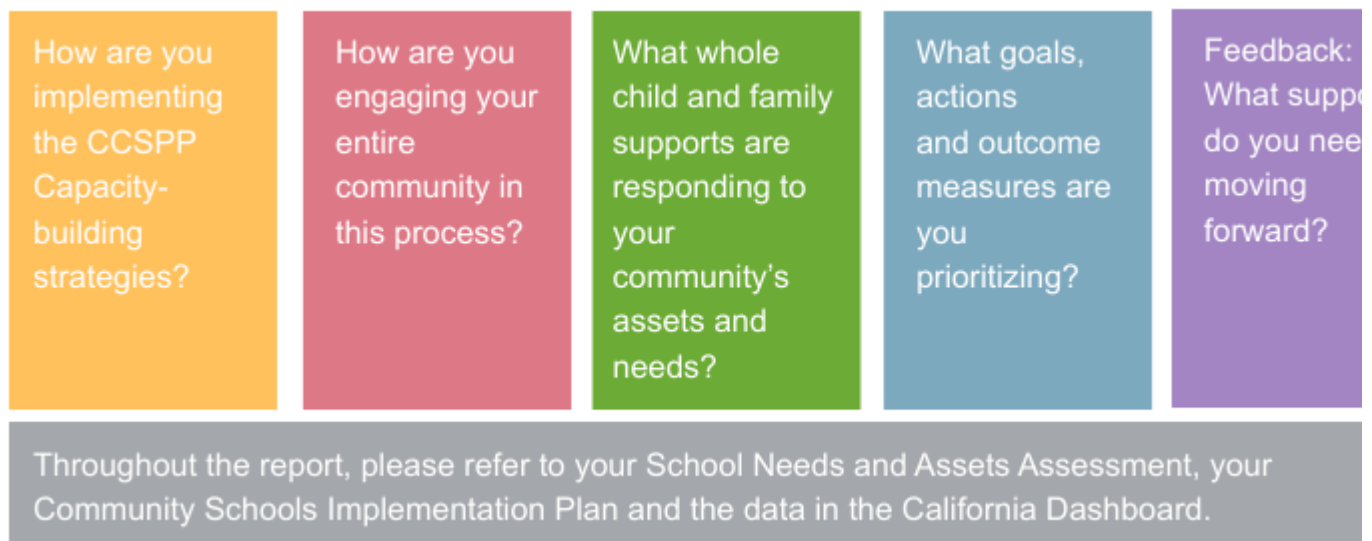
- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

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

Section 1. Site-level Program Narrative

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

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



Grantee Details

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

Region	Southern Coast
Cohort	Southern Coast ~ Vibrant Minds Charter
LEA/Fiscal Agent	Southern Coast ~ Vibrant Minds Charter ~ Cohort 4
School Name (CDS Code)	Southern Coast ~ Vibrant Minds Charter ~ Cohort 4 ~ Vibrant Minds Charter - 30 66423 0131417

QID112. If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do not know your CDS Code please find it [here](#). If you are a School District or a County Office of Education, your School Code is seven zeros (0000000). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the ["Schools" tab](#).
California

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

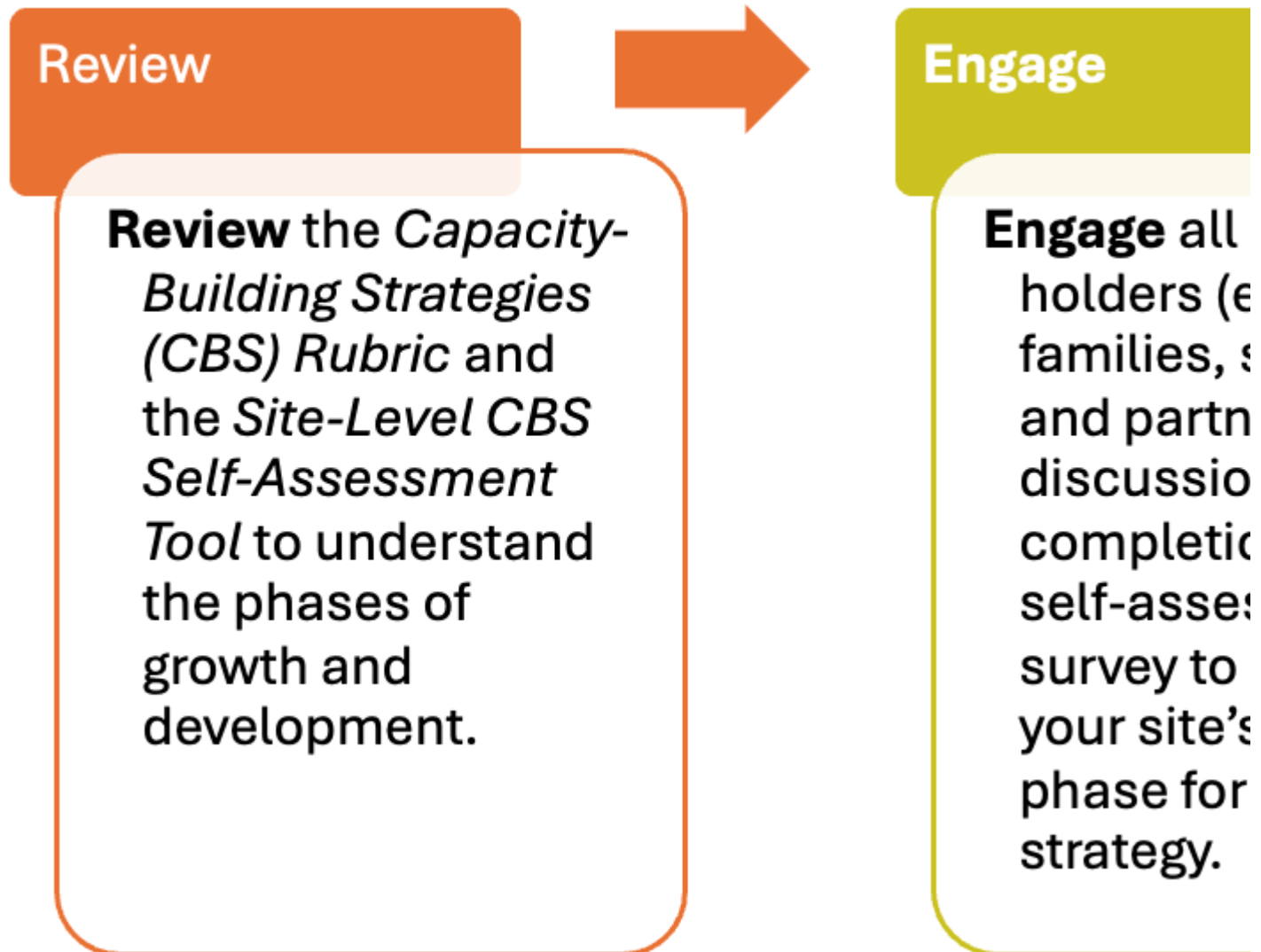
Name	Yvette LaValle
Job Title	Community School Coordinator
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Phone number	7145632390

1.1. CCSPP Capacity-Building Strategies

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

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

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



Shared Commitment, Understanding, and Priorities

QID82. Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

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

QID84. Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- Surveys
- Interview/focus group data from school staff
- Interview/focus group data from students and/or families
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.)
- Needs and Assets Assessment tools/participation rates
- Capacity-Building Strategies Self-Assessment tool
- SPSA alignment crosswalk (shows integration).

Centering Community-Based Learning

QID85. Please indicate your current phase of growth and development for "Centering Community-Based Learning". (Select one.)

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

QID87. Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

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

Collaborative Leadership

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

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

QID91. Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Collaborative Leadership." (Select all that apply.)

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

Sustaining Staff and Resources

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

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

QID94. Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- Community school-aligned job descriptions
- Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- Data examining staff/teacher retention/vacancy rates
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Council, Steering, etc.)
- Professional development or training sessions
- Teachers and staff surveys (e.g., school climate surveys)
- Capacity-Building Strategies Self-Assessment tool

Strategic Community Partnerships

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

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

QID97. Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- Contract agreements/MOUs/Service Delivery Applications
- Annual partnership reflection reports or improvement plans based on review data.
- School climate surveys
- Partnership evaluations
- Partners participation in school events
- Capacity-Building Strategies Self-Assessment tool

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

Your word count is: 0

Our school's foundation is grounded in a strengths-based philosophy that intentionally recognizes, cultivates, and elevates the unique talents, interests, and aspirations of every scholar. Through the lens of the CCSPP's Capacity-Building Strategies, we have made meaningful progress in advancing Centering Community-Based Learning by expanding learning opportunities beyond the traditional school environment and leveraging community assets to create authentic, scholar-centered experiences.

This year, our collective vision supported the development of strategic partnerships with Chapman University, the San Diego Wave, and the Special Olympics. These collaborations emerged from a commitment to honoring scholars' interests and providing pathways for experiential learning that extend beyond the scope of opportunities typically available on a school campus. Through ongoing engagement with scholars, we identified a growing interest in sports journalism, videography, photography, and digital storytelling. In response, these partnerships provided scholars with access to industry-specific learning experiences and professional environments that connected academic learning to real-world application.

Scholars were afforded opportunities to interview collegiate athletes, document athletic events, create sports cards, and develop technical competencies in sports photography, videography, and media production. These experiences fostered critical thinking, communication, collaboration, and creative problem-solving skills while enabling scholars to explore potential college and career pathways aligned with their strengths and passions. Moreover, scholars gained valuable exposure to postsecondary institutions and professional networks, broadening their understanding of future educational and career opportunities. This work also reflects Strategic Community Partnerships, as these experiences were made possible through intentional collaboration with community organizations that expanded the expertise, resources, and learning opportunities available to our scholars. Moving forward, we aim to deepen these partnerships and further integrate scholar voice and leadership into the design of community-based learning experiences that promote agency, belonging, and college and career readiness.

1.2. CCSPP Engaging Educational Partners

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

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

<i>Administrators</i>	75%-100%
<i>Certificated staff</i>	75%-100%
<i>Classified staff</i>	75%-100%
<i>Students</i>	75%-100%
<i>Family members</i>	75%-100%
<i>Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)</i>	75%-100%

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

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

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

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

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

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

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

Your word count is: 0

As we continue to strengthen our community school model, we recognize an opportunity to broaden this approach by cultivating additional staff leadership and community partnerships across a wider range of industries. Our goal is to inspire and support staff members in identifying and developing pathways that reflect their own expertise, interests, and professional connections, while also intentionally seeking partnerships in fields that may be less familiar to traditional educational settings. By diversifying industry-based learning opportunities, we can ensure that scholars are exposed to an even broader spectrum of career possibilities that align with their individual strengths, aspirations, and future goals. This continued expansion will further advance our commitment to community-based learning and create sustainable systems that leverage community assets to enrich scholar learning experiences.

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

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

<i>English language learners</i>	75-100%
<i>Students with disabilities</i>	75-100%
<i>Socioeconomically disadvantaged students</i>	75-100%
<i>Racially marginalized populations</i>	75-100%
<i>Homeless youth</i>	75-100%
<i>Foster Youth</i>	75-100%
<i>Chronically absent students (students who were absent for 10 percent or more of the instructional days)</i>	50-74%

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

Our engagement with English Learners, scholars with disabilities, socioeconomically disadvantaged scholars, racially marginalized populations, homeless youth, foster youth, and chronically absent scholars begins with a comprehensive whole-school survey administered at the start of each academic year. With a participation rate of approximately 95%, the survey provides valuable insight into the needs, interests, and priorities of our school community and serves as a foundational component of our continuous improvement process.

Throughout the year, we create multiple opportunities for families to engage in the Community Schools process. School Site Council meetings include a standing CCSPP report, ensuring that families remain informed about program implementation, progress, and opportunities for input. Information about the Community Schools model is also shared during new scholar orientation meetings and reinforced at family engagement events throughout the year. In addition, our Community Liaison facilitates ELAC meetings every other month, where Community Schools updates are provided and families are encouraged to share feedback and recommendations.

Beyond formal engagement structures, families who volunteer on campus frequently participate in informal conversations with the Community School Coordinator. These interactions provide valuable opportunities to gather perspectives, strengthen relationships, and encourage family participation in the co-creation of programs and supports that reflect community needs.

While we have made meaningful progress in engaging families and caregivers, we recognize an opportunity to strengthen our intentional engagement of scholars. During this implementation year, much of our feedback and needs assessment process was informed through the perspectives of parents and guardians. Moving forward, we aim to establish a scholar leadership team that will provide a dedicated forum for scholar voice, allowing us to engage directly with scholars regarding their experiences, needs, interests, and aspirations. This structure will help ensure that future planning and decision-making are informed by both family and scholar perspectives, further advancing the principles of the Community Schools framework.

1.3. CCSPP Whole Child and Family Supports Inventory

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

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

- Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)

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

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

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

Health Screening and Services (vision, dental, hearing, neurological, physical health)	Other
Mental health Screening and Services	Local Control Funding Formula (LCFF) / LCAP
Nutrition Services and Support	Other
Academic Support (tutoring, specialist, etc.)	Other
Multi-Tiered System of Support	Local Control Funding Formula (LCFF) / LCAP
Coordination of Services Team (e.g., COST team)	Local Control Funding Formula (LCFF) / LCAP
Before School (times/services)	Local Control Funding Formula (LCFF) / LCAP
After School (times/services)	Other
Summer Programs	Expanded Learning Opportunities Program (ELOP)
During School (learning pathways, differentiated instruction, lab times, etc.)	Local Control Funding Formula (LCFF) / LCAP
Teacher Leadership Development and Opportunities	Local Control Funding Formula (LCFF) / LCAP
Parent Leadership Development and Opportunities	Local Control Funding Formula (LCFF) / LCAP
Shared Decision-Making Bodies that center the voices of students, families and community	Local Control Funding Formula (LCFF) / LCAP
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Local Control Funding Formula (LCFF) / LCAP
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Other
Positive Behavioral Supports	Local Control Funding Formula (LCFF) / LCAP
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Local Control Funding Formula (LCFF) / LCAP
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Local Control Funding Formula (LCFF) / LCAP
Project-Based Learning	Local Control Funding Formula (LCFF) / LCAP
Culturally-Sustaining and Responsive Curriculum and Pedagogy	Local Control Funding Formula (LCFF) / LCAP
Community-Based Curriculum, Pedagogy, and Projects	Local Control Funding Formula (LCFF) / LCAP
Personalized Learning Plans	Local Control Funding Formula (LCFF) / LCAP
Performance Assessments (e.g., capstones, portfolios, etc.)	Local Control Funding Formula (LCFF) / LCAP

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

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

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

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

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

	Students	Staff	Parents/Family members	Other individuals
<i>Health Screening and Services (vision, dental, hearing, neurological, physical health)</i>	275	N/A	N/A	N/A
<i>Mental health Screening and Services</i>	16	N/A	N/A	N/A
<i>Nutrition Services and Support</i>	26	N/A	N/A	N/A
<i>Academic Support (tutoring, specialist, etc.)</i>	25	N/A	N/A	N/A
<i>Counseling Center</i>	N/A	N/A	N/A	N/A
<i>Multi-Tiered System of Support</i>	65	N/A	N/A	N/A
<i>Coordination of Services Team (e.g., COST team)</i>	15	N/A	N/A	N/A
<i>Before School (times/services)</i>	22	N/A	N/A	N/A
<i>After School (times/services)</i>	175	N/A	N/A	N/A
<i>Summer Programs</i>	119	N/A	N/A	N/A
<i>During School (learning pathways, differentiated instruction, lab times, etc.)</i>	276	N/A	N/A	N/A
<i>Teacher Leadership Development and Opportunities</i>	N/A	25	N/A	N/A
<i>Parent Leadership Development and Opportunities</i>	N/A	20	N/A	N/A
<i>Student Leadership Development and Opportunities</i>	N/A	N/A	N/A	N/A
<i>Shared Decision-Making Bodies that center the voices of students, families and community</i>	162	32	N/A	N/A
<i>Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)</i>	290	13	335	N/A
<i>Home Visits</i>	N/A	N/A	N/A	N/A
<i>Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)</i>	N/A	20	N/A	N/A
<i>Positive Behavioral Supports</i>	324	N/A	N/A	N/A
<i>Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)</i>	243	54	N/A	N/A
<i>Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)</i>	324	54	10	N/A
<i>Project-Based Learning</i>	324	N/A	N/A	N/A
<i>Culturally-Sustaining and Responsive Curriculum and Pedagogy</i>	324	N/A	N/A	N/A
<i>Community-Based Curriculum, Pedagogy, and Projects</i>	324	N/A	N/A	N/A
<i>Personalized Learning Plans</i>	324	N/A	N/A	N/A
<i>Performance Assessments (e.g., capstones, portfolios, etc.)</i>	165	N/A	N/A	N/A
<i>Advisory System to ensure every student has a home base / family group and an advisor who knows them well.</i>	N/A	N/A	N/A	N/A
<i>Other:</i>	N/A	N/A	N/A	N/A
<i>Other:</i>	N/A	N/A	N/A	N/A
<i>Other:</i>	N/A	N/A	N/A	N/A

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

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

Health Screening and Services (vision, dental, hearing, neurological, physical health)	Previously implemented and now integrated into the community schools work
Mental health Screening and Services	Started implementing this support exclusively as a result of CCSPP funding
Nutrition Services and Support	Previously implemented and now integrated into the community schools work
Academic Support (tutoring, specialist, etc.)	Previously implemented and now integrated into the community schools work
Multi-Tiered System of Support	Previously implemented and now integrated into the community schools work
Coordination of Services Team (e.g., COST team)	Started implementing this support exclusively as a result of CCSPP funding
Before School (times/services)	Previously implemented and now integrated into the community schools work
After School (times/services)	Previously implemented and now integrated into the community schools work
Summer Programs	Previously implemented and now integrated into the community schools work
During School (learning pathways, differentiated instruction, lab times, etc.)	Previously implemented and now integrated into the community schools work
Teacher Leadership Development and Opportunities	Previously implemented and now integrated into the community schools work
Parent Leadership Development and Opportunities	Previously implemented and now integrated into the community schools work
Shared Decision-Making Bodies that center the voices of students, families and community	Previously implemented and now integrated into the community schools work
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Previously implemented and now integrated into the community schools work
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Previously implemented and now integrated into the community schools work
Positive Behavioral Supports	Previously implemented and now integrated into the community schools work
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Previously implemented and now integrated into the community schools work
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Previously implemented and now integrated into the community schools work
Project-Based Learning	Previously implemented and now integrated into the community schools work
Culturally-Sustaining and Responsive Curriculum and Pedagogy	Previously implemented and now integrated into the community schools work
Community-Based Curriculum, Pedagogy, and Projects	Previously implemented and now integrated into the community schools work
Personalized Learning Plans	Previously implemented and now integrated into the community schools work
Performance Assessments (e.g., capstones, portfolios, etc.)	Previously implemented and now integrated into the community schools work

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

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

Health Screening and Services (vision, dental, hearing, neurological, physical health)	Dental Screening and services by Alta Med, Vision screenings and glasses by UCI Mobile Eye Unit, & Hearing Screening by HEAR Center
Mental health Screening and Services	Turning Point School Counseling Services.
Nutrition Services and Support	Catarina's Club
Academic Support (tutoring, specialist, etc.)	After-School Tutor and homework support
Counseling Center	N/A
Multi-Tiered System of Support	Leadership/Mental Health and SPED Collaboration
Coordination of Services Team (e.g., COST team)	Leadership/Mental Health and SPED Collaboration
Before School (times/services)	Early Drop Off Support
After School (times/services)	Big Labs (3-6) Little Labs (TK-2)
Summer Programs	Summer Academy July 13 - July 31, 2026
During School (learning pathways, differentiated instruction, lab times, etc.)	PBL Instruction designated times. VAPA daily programming
Teacher Leadership Development and Opportunities	SEL training
Parent Leadership Development and Opportunities	ELAC/SSC/Board Leadership
Student Leadership Development and Opportunities	N/A
Shared Decision-Making Bodies that center the voices of students, families and community	Community Events and Leadership Teams
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Parent Square. Twice a year student centered conferences. Multiple Family Events.
Home Visits	N/A
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	English Language Development
Positive Behavioral Supports	PBIS: Events, Rewards. Assisted by FAST (PTA Group)
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Parent Square. Twice a year student centered conferences. Multiple Family Events.
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	SEL Programs: Teen Space conflict resolution
Project-Based Learning	PBL Model for Instruction/Collaboration and showcases
Culturally-Sustaining and Responsive Curriculum and Pedagogy	PBL Model for Instruction/Collaboration, apprenticeships and showcases
Community-Based Curriculum, Pedagogy, and Projects	PBL Model for Instruction/Collaboration, apprenticeships and showcases
Personalized Learning Plans	PBL Model for Instruction/Collaboration, apprenticeships and showcases
Performance Assessments (e.g., capstones, portfolios, etc.)	PBL Model for Instruction/Collaboration, apprenticeships and showcases
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	N/A
Other:	N/A
Other:	N/A
Other:	N/A

1.4. CCSPP Goals and Actions

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

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

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

#1. a. Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above. - Cohorts 1-3 only: Was this goal submitted with the previous APR?

Cohort 4: Please respond "No"

Goal 1 <i>By June 2027, Vibrant Minds Charter School will increase positive staff survey responses related to collaboration, communication, belonging, cultural responsiveness, trauma informed training, and shared decision-making by at least 15%</i>	No
Goal 2 <i>Vibrant Minds Charter School will develop a more comprehensive behavior support system that includes strengthened family engagement, proactive intervention planning, data-driven decision-making, and a reestablished COST process. Reduction by 20% in the number of office-managed behavioral incidents for level 2 behaviors.Reduction by 30% for Tier 3 behavioral incidents by creating behavior support plans.</i>	No
Goal 3 <i>Vibrant Minds will reduce chronic absenteeism by 15% by strengthen attendance monitoring systems, increase family outreach and engagement, and utilize the Coordination of Services Team (COST), SART, and SARB processes to identify and address barriers to attendance.</i>	No

#2. a. Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above. - Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.

Goal 1 <i>By June 2027, Vibrant Minds Charter School will increase positive staff survey responses related to collaboration, communication, belonging, cultural responsiveness, trauma informed training, and shared decision-making by at least 15%</i>	This goal was developed through a comprehensive review of multiple data sources and stakeholder feedback to ensure it reflects the current needs of the Vibrant Minds Charter School community. Information was gathered from staff meeting feedback, collaboration meeting discussions, interviews with the school's two instructional coaches, School Climate Survey results, behavioral incident reports, and scholar referrals for mental health and social-emotional support services. Analysis of these data sources revealed a need to strengthen collaboration, communication, staff wellness, cultural responsiveness, and consistent systems of support for both scholars and staff. The data also highlighted the significant impact of rapid school growth during the past year. Vibrant Minds experienced a 37% increase in enrollment, with a large number of new scholars entering at the kindergarten and second-grade levels. Many of these scholars required intensive behavioral, social-emotional, and mental health support. Simultaneously, the school community navigated the challenges of operating on a temporary campus, creating additional demands on staff, scholars, and families. While staff demonstrated a strong commitment to supporting scholars and maintaining a positive school culture, the data indicated that the school was not fully prepared for the scope of these changes. As a result, this goal prioritizes building collaborative leadership structures, strengthening culturally responsive and equitable practices, enhancing staff wellness and belonging, and creating consistent systems of support to ensure all scholars, families, and staff members can thrive within a growing and evolving school community.
Goal 2 <i>Vibrant Minds Charter School will develop a more comprehensive behavior support system that includes strengthened family engagement, proactive intervention planning, data-driven decision-making, and a reestablished COST process. Reduction by 20% in the number of office-managed behavioral incidents for level 2 behaviors. Reduction by 30% for Tier 3 behavioral incidents by creating behavior support plans.</i>	This goal was developed through the school's Needs and Assets Assessment, which identified scholar behavior and social-emotional support as a significant area of need. Analysis of behavioral incident data, mental health referrals, staff feedback, and administrative observations revealed that the current level of behavioral need often requires intensive support from multiple staff members, limiting opportunities for proactive intervention and schoolwide support. The assessment highlighted the need for a more structured and preventative approach that includes stronger family partnerships, consistent intervention processes, and improved coordination of support for scholars. In response, the school will strengthen its Coordination of Services Team (COST) process, establish systems for behavior data monitoring and progress tracking, and implement regular family meetings and intervention planning for scholars requiring additional support. This goal aligns with the Community Schools framework by increasing access to integrated student supports, strengthening family engagement, and creating systems that promote positive behavioral, social-emotional, and academic outcomes for all scholars.
Goal 3 <i>Vibrant Minds will reduce chronic absenteeism by 15% by strengthen attendance monitoring systems, increase family outreach and engagement, and utilize the Coordination of Services Team (COST), SART, and SARB processes to identify and address barriers to attendance.</i>	The Needs and Assets Assessment highlighted the need for more consistent attendance intervention practices, including earlier identification of attendance concerns, increased family engagement, and a more structured implementation of Student Attendance Review Team (SART) and School Attendance Review Board (SARB) processes. Feedback and data review indicated that attendance concerns are often connected to broader academic, behavioral, social-emotional, and family needs that require coordinated support. In response, the school will strengthen its attendance systems by implementing consistent attendance monitoring, family outreach, SART meetings, SARB referrals when appropriate, and ongoing review through the COST process. This goal aligns with the Community Schools framework by connecting families with supports, addressing barriers to attendance, and ensuring scholars have equitable access to learning opportunities through regular school attendance.

#3. a. Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above. - Explain the action(s) you took in the SY 2025-2026 to meet this goal.

Goal 1 <i>By June 2027, Vibrant Minds Charter School will increase positive staff survey responses related to collaboration, communication, belonging, cultural responsiveness, trauma informed training, and shared decision-making by at least 15%</i>	During the school year, Vibrant Minds Charter School began responding to these needs while also recognizing that this goal must become a central focus for planning in the next school year. Many interventions were developed and implemented in real time as needs emerged. To increase support, the school added an Assistant Director with a strong background in instructional support and behavioral interventions and hired a full-time school psychologist who was actively involved in responding to day-to-day behavioral incidents and scholar support needs. Toward the end of the year, the school also introduced developmentally appropriate lessons for upper-grade scholars focused on preparing for the transition to junior high school, strengthening SEL skills, and helping scholars navigate peer relationships and friendships. Looking ahead, Vibrant Minds will continue building on these efforts by hiring a new school counselor with extensive experience in SEL and trauma-informed practices to support both scholars and teachers. This goal will guide intentional planning, staffing, professional development, and systems-building for the upcoming school year.
Goal 2 <i>Vibrant Minds Charter School will develop a more comprehensive behavior support system that includes strengthened family engagement, proactive intervention planning, data-driven decision-making, and a reestablished COST process. Reduction by 20% in the number of office-managed behavioral incidents for level 2 behaviors. Reduction by 30% for Tier 3 behavioral incidents by creating behavior support plans.</i>	During the 2025-2026 school year, Vibrant Minds Charter School implemented several strategies to address the increasing behavioral and social-emotional needs of scholars. As scholar needs grew throughout the year, the school expanded its support capacity by hiring a full-time school psychologist who worked alongside the administrative team to provide direct behavioral interventions, crisis response, and support for scholars and families. The school also added an Assistant Director with expertise in instructional support and behavioral interventions to strengthen staff capacity and provide additional coaching and support. Throughout the year, school leadership collaborated with teachers, families, and support staff to develop individualized behavior plans, conduct family meetings, and coordinate interventions for scholars with intensive behavioral needs. Toward the end of the school year, developmentally appropriate social-emotional learning lessons were introduced for upper-grade scholars to strengthen relationship skills and support their transition to junior high school. While these efforts provided important supports for scholars, they also highlighted the need for more consistent and proactive systems for behavior intervention, family engagement, and progress monitoring. These experiences directly informed the school's Community Schools goals for 2026-2027, including strengthening the Coordination of Services Team (COST) process, implementing more systematic intervention planning, and expanding integrated scholar supports.
Goal 3 <i>Vibrant Minds will reduce chronic absenteeism by 15% by strengthen attendance monitoring systems, increase family outreach and engagement, and utilize the Coordination of Services Team (COST), SART, and SARB processes to identify and address barriers to attendance.</i>	During the 2025-2026 school year, Vibrant Minds Charter School monitored attendance data and identified chronic absenteeism as an ongoing area of concern, despite maintaining an overall attendance rate of 93.69%. Staff reviewed attendance patterns and recognized that some scholars continued to experience barriers that impacted consistent school attendance and engagement. To address these concerns, the school communicated with families, monitored attendance concerns, and provided support when attendance patterns indicated a need for intervention. These efforts helped the school better understand the need for a more consistent and proactive attendance system. Although some attendance supports were provided during the year, the school identified the need to strengthen and formalize its process for early outreach, family meetings, SART, SARB, and COST follow-up. This reflection directly informed the 2026-2027 Community Schools goal to reduce chronic absenteeism through stronger attendance monitoring, family engagement, and coordinated intervention systems.

#4. a. Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above. - Select the category that is most closely related to your goal:

Goal 1 <i>By June 2027, Vibrant Minds Charter School will increase positive staff survey responses related to collaboration, communication, belonging, cultural responsiveness, trauma informed training, and shared decision-making by at least 15%</i>	School Climate
Goal 2 <i>Vibrant Minds Charter School will develop a more comprehensive behavior support system that includes strengthened family engagement, proactive intervention planning, data-driven decision-making, and a reestablished COST process. Reduction by 20% in the number of office-managed behavioral incidents for level 2 behaviors.Reduction by 30% for Tier 3 behavioral incidents by creating behavior support plans.</i>	Student Behavior & Discipline
Goal 3 <i>Vibrant Minds will reduce chronic absenteeism by 15% by strengthen attendance monitoring systems, increase family outreach and engagement, and utilize the Coordination of Services Team (COST), SART, and SARB processes to identify and address barriers to attendance.</i>	Attendance & Absenteeism Reduction

#1.

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group. - Metric(s)

Goal 1:	School climate measures (e.g., survey results)
Goal 2:	School climate measures (e.g., survey results)
Goal 3:	Chronic absenteeism rates

#2.

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group. - SY 2022-2023 (report numeric values only)

Goal 1:	N/A
If you have more than one metric for Goal 1, please add here.	N/A
Goal 2:	N/A
If you have more than one metric for Goal 2, please add here.	N/A
Goal 3:	N/A
If you have more than one metric for Goal 3, please add here.	N/A

#3.

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group. - SY 2023-2024 (report numeric values only)

Goal 1:	N/A
If you have more than one metric for Goal 1, please add here.	N/A
Goal 2:	N/A
If you have more than one metric for Goal 2, please add here.	N/A
Goal 3:	N/A
If you have more than one metric for Goal 3, please add here.	N/A

#4.

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group. - SY 2024-2025 (report numeric values only)

Goal 1:	N/A
If you have more than one metric for Goal 1, please add here.	N/A
Goal 2:	N/A
If you have more than one metric for Goal 2, please add here.	N/A
Goal 3:	47
If you have more than one metric for Goal 3, please add here.	N/A

#5.

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group. - Desired Outcome Year 4 (SY 2026-2027)

Goal 1:	85
If you have more than one metric for Goal 1, please add here.	N/A
Goal 2:	470
If you have more than one metric for Goal 2, please add here.	318
Goal 3:	53
If you have more than one metric for Goal 3, please add here.	N/A

#6.

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group. - Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)

Goal 1:	% of Positive Responses to our School CLimate Survey
If you have more than one metric for Goal 1, please add here.	N/A
Goal 2:	% reduction for tier 2 support by the admin/Office staff (incidents)
If you have more than one metric for Goal 2, please add here.	% reduction in tier 3 incidents
Goal 3:	% reduction of Chronic Absenteeism
If you have more than one metric for Goal 3, please add here.	N/A

#7.

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group. - SY 2025-2026 (report numeric values only)

Goal 1:	75
If you have more than one metric for Goal 1, please add here.	N/A
Goal 2:	673
If you have more than one metric for Goal 2, please add here.	398
Goal 3:	63
If you have more than one metric for Goal 3, please add here.	N/A

QID32. c. Goal Analysis

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

Your response may include:

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

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

Your word count is: 0

During the 2025-2026 school year, Vibrant Minds Charter School experienced a 37% increase in enrollment, with projections indicating an additional 40% increase for the 2026-2027 school year. This rapid growth significantly impacted the school's capacity and highlighted emerging needs related to school culture, scholar behavior, social-emotional supports, and chronic absenteeism. Many newly enrolled scholars did not have the opportunity to fully immerse themselves in the school's strength-based culture and Project-Based Learning (PBL) model, creating a learning curve for scholars, families, and staff. As a result of the Needs and Assets Assessment process, stakeholder feedback, behavioral data, attendance data, and School Climate Survey results, the school refined its Community Schools priorities to focus on three interconnected goals: strengthening school climate and staff wellness, developing a comprehensive scholar behavior and integrated support system, and reducing chronic absenteeism through increased family engagement and coordinated interventions.

While the school's long-term vision remains centered on expanding its strength-based model and exploring additional industry pathways within its PBL framework, school leadership recognized the need to prioritize foundational systems that support scholar success and belonging. These goals will help establish a stronger infrastructure for behavior support, attendance intervention, family partnership, staff collaboration, and culturally responsive practices. By focusing on these critical areas, Vibrant Minds aims to create a more inclusive and supportive environment where scholars, families, and staff can thrive. This work aligns with the California Community Schools Partnership Program priorities of Collaborative Leadership, Integrated Student Supports, Family and Community Engagement, and Belonging and Inclusion, while maintaining the school's commitment to a strengths-based approach and high-quality Project-Based Learning experiences.

QID137. d. School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

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

- Yes

QID171. Please rate your agreement with the following statement:

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

- Somewhat disagree

1.5. CCSPP Feedback and Improvement

QID35. To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- Community Schools Sustainability
- Student Learning Supports and Environment
- Monitoring Progress and Developing Data Collection Tools

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

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

Your word count is: 0

As a single-site charter school that also serves as its own Local Educational Agency (LEA), Vibrant Minds Charter School operates within a unique structure that provides both significant advantages and challenges in implementing our Community Schools strategy.

One of the greatest benefits of being both a school site and an LEA is the ability to respond quickly to the evolving needs of our scholars, families, and staff. Decision-making processes are streamlined, allowing leadership to adjust programs, allocate resources, develop interventions, and implement new supports without the delays that can occur in larger districts. This flexibility has allowed us to respond to increased enrollment, behavioral needs, attendance concerns, and social-emotional supports in a timely manner while maintaining alignment with our Community Schools goals.

At the same time, our structure presents challenges. Unlike larger LEAs that may have dedicated departments focused solely on Community Schools implementation, our leadership team fulfills multiple roles and responsibilities across school operations, instruction, student services, compliance, and program implementation. As a result, staff members often balance competing priorities while leading Community Schools initiatives. The rapid growth of our school has further emphasized the need for additional capacity to support long-term planning, coordination, data analysis, family engagement, and implementation monitoring.

Despite these challenges, we value the autonomy our structure provides and believe it has been instrumental in helping us adapt quickly to the needs of our community. Moving forward, implementation efforts would be strengthened by increasing dedicated capacity for Community Schools coordination and support. This would allow school leadership to focus more intentionally on sustaining partnerships, monitoring outcomes, and advancing the goals identified through our Needs and Assets Assessment, feedback forums, and school culture input while continuing to provide responsive support to our growing school community.

QID182. [Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Vibrant Minds Charter School has experienced several important successes that continue to support our Community Schools implementation. One of our strongest areas of progress has been the improvement in tangible outcomes connected to Project-Based Learning projects and scholar showcases. These opportunities allow scholars to demonstrate their learning, interests, talents, and strengths in meaningful ways while also increasing family and community engagement.

Our school continues to maintain many positive connections with families. Families regularly participate in school events, showcases, communication opportunities, and collaborative conversations that support scholar growth. These relationships remain an important asset as we continue strengthening attendance, behavior, and school climate systems.

Another significant strength is our highly dedicated staff. Despite the challenges of rapid enrollment growth and increased scholar needs, staff continue to show strong commitment to scholars, families, and the mission of Vibrant Minds. Minimal staff turnover has helped preserve relationships, consistency, and institutional knowledge during a period of change and growth.

In addition, Vibrant Minds has benefited from strong community partnerships that enhance scholar experiences and support whole-child development. These partnerships help expand learning opportunities, connect scholars to real-world experiences, and reinforce our strength-based and Project-Based Learning model.

While we continue to refine our systems and goals, these assets provide a strong foundation for future progress. Our PBL showcases, family relationships, committed staff, and community partnerships demonstrate that Vibrant Minds has meaningful strengths to build upon as we continue implementing the CCSPP framework.

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

- Principal
- Student(s)
- Parent/Guardians(s)
- Assistant Principal (if applicable)
- Community School Coordinator(s)
- School Counselor/Social Worker/Psychologist
- Teacher(s)
- Instructional Coach(es) (if applicable)
- Other staff

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

Your word count is: 0

N/A

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

- Very useful

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

Your word count is: 0

The Google Doc template provided for the APR process has been extremely helpful in organizing information and preparing responses before entering them into the reporting system. Having access to the questions in advance allows teams to collaborate, gather data, and thoughtfully reflect on implementation efforts.

One area for improvement would be the overall formatting and structure of the template. While the document mirrors the Qualtrics submission format, the narrow columns can make it difficult to review, edit, and fully visualize responses. This can create challenges when drafting longer narrative responses and navigating between prompts.

A template designed with a more natural reading and writing format, such as full-width response sections beneath each question, would improve usability and make the reflection process more efficient. A more user-friendly layout would allow teams to focus more on meaningful reflection and analysis rather than formatting and navigation. Overall, the current template is a valuable resource, and minor adjustments to the design could further enhance its effectiveness as a planning and reflection tool for CCSPP implementation.

2. Site Level Additional Documents and Evidence

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

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

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

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

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

<https://vibrantminds.us/reports-plans/>

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

- Yes

QID149. Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- Yes

QID104. Cohort 1-3 ONLY: Sustainability Plan

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

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

N/A

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

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