

Sierra Vista Middle School
Community School Council Implementation Plan (CSCIP) for 2025-2026: Goals & Actions

Part 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

Historical Quantitative Data			
	SY 21 - 22	SY 22 - 23	SY 23 - 24
Graduation Rate	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Chronic Absenteeism Rate	46.9%	39.2%	28.4%
Suspension Rate	6%	10%	9.4%
Expulsion Rate	N/A	N/A	N/A
College Going Rate (CGR)	N/A	N/A	N/A
A-G Completion Rate	N/A	N/A	N/A

Reflection on Engagement	
Topic	How would you describe the following areas at your school site? This type of data might come from interviews or focus groups. It might come from the levels of involvement of these groups that are part of the Community School Council. You may include quantitative data (such as survey data, workshop data, attendance data).
Student Engagement	Student engagement at SVMS is showing signs of improvement, with 22% of students reporting support from their teachers. However, climate data — including findings from the Community School Needs Assessment survey — indicates a clear need for expanded social-emotional learning and enrichment programs, as 14.7% of students specifically requested more support in these areas. Additionally, interest in after-school activities is on the rise, with 68% of students expressing enthusiasm for programs such as robotics, dance, and music, reflecting a strong desire for more meaningful involvement. At the same time, attendance data from the California Dashboard reveals that 28.4% of students are chronically absent, pointing to a concerning level of disengagement and emphasizing the importance of relationship-building and offering engaging opportunities. According to the California Healthy Kids Survey, only 56% of students report feeling motivated to attend school, and just 45% feel connected to the school — both metrics falling below the state average. Furthermore, insights gathered from parent and student focus groups highlight a shared interest in fostering a more welcoming and inclusive school environment — one that encourages family involvement and celebrates the diverse interests and identities of all students.
Family Engagement	Insights from the Community School Needs Assessment survey, along with feedback from parents during <i>Coffee with the Principal</i>, indicate that the majority of parents (82.4%) feel at least somewhat involved in their child's education, with 35.3% reporting a high level of involvement. However, 17.6% of parents still feel uninvolved, signaling an opportunity for growth. Similarly, student feedback aligns with this trend: 81.9% of students shared that their parents or caregivers participate at least sometimes in school events or activities, while 18.2% noted that their parents rarely or never participate. According to the California Healthy Kids Survey, 54% of students reported feeling that their parents are involved in their education. While this suggests a foundation of engagement, it also highlights a critical area for improvement.

	SVMS family engagement is on a positive trajectory, but there is still work to be done. Currently, there is no Parent Booster Club or Parent Teacher Organization (PTO/A) to support consistent family-school partnerships. In response, the school has begun introducing family evening events to help build trust and strengthen relationships with families. Additionally, during <i>Coffee with the Principal</i> sessions, many parents expressed a strong desire for the creation of a Parent Booster Club to expand school activities and increase parent involvement. This feedback is driving efforts to enhance family engagement and establish a more structured support network through the formation of a Booster Club.
Staff Engagement	The community school staff survey reveals that while staff demonstrate a strong commitment to student success, they also raise important concerns that warrant attention. A key issue identified is that only 29% of staff feel the school is effectively addressing non-academic barriers such as trauma and mental health challenges. This highlights a significant gap in support, with many staff members advocating for enhanced trauma-informed care and increased mental health resources to better support students' overall well-being. Additionally, there is strong support for expanded training and wellness programs, which would better equip both students and staff to manage these challenges. Feedback from the California Healthy Kids Survey further underscores this need: only 56% of staff reported positive behavior and classroom management, while 79% felt that students received social-emotional support. Together, these findings point to an opportunity for the school to adopt a more holistic approach, fostering a supportive and inclusive environment for all students.
Community Engagement	According to the recent Community School Staff Assessment, 77.6% of staff expressed a strong desire for increased on-site mental health services and greater access to healthcare. Currently, the school collaborates with only two community partners—Enki and Foothill. However, both teachers and families have voiced a clear interest in expanding these partnerships to provide additional resources, including after-school programs, mental health support, and wellness activities. Similarly, the Community School Parent Assessment revealed that 50% of parents would like to see an increase in mental health services or community-based services available at the school. In response to this feedback, the school is committed to expanding its network of community partners from two to five by May 2026. As part of this initiative, the school plans to host events such as wellness fairs to bring together students, families, and community partners—fostering a more holistic and supportive school environment for all.

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

The most difficult strategy to implement has been setting collective goals and taking action. Our leadership team collaborated to analyze data from the Comprehensive Needs Assessment and developed three clear goals aligned with stakeholder feedback. These goals were embedded in our schoolwide action plan and supported by structures such as the School Site Council and Community School Council. However, a major challenge we encountered was the low number of stakeholder responses to our Community School Surveys. This limited input made it difficult to ensure that the goals fully reflected our community's needs and priorities. Increasing stakeholder engagement—particularly in completing surveys and providing consistent feedback—will be essential to improving this process in the future.

The easiest strategy to implement has been forming strategic community partnerships. Throughout the school year, we have successfully identified and partnered with agencies that provide valuable services and resources to our students and their families. These partnerships have helped address various needs within our school community and have played a vital role in supporting the holistic development of our students. As we continue on this journey, we remain committed to strengthening these relationships and fostering new ones that contribute to the ongoing growth and success of our community school.

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment	Staff and families are becoming increasingly aware of the Community School model. While this awareness is growing, a unified vision is still in development and has not yet been widely communicated across all stakeholders.	SVMS families are becoming increasingly aware of the Community School model. As more families understand what it means, they are beginning to incorporate its principles into everyday conversations and actions. We've shared information about the Community School through a variety of channels, including ParentSquare, social media, in-person conversations, and targeted communications. Events such as Coffee with the Principal, newsletters, Open House, and Parent University have played a key role in building this awareness. These gatherings provide valuable opportunities to share updates, listen to families, and strengthen our sense of community. Through these efforts, we are deepening understanding and broadening support for the Community School across our school community
Collective Priorities: Setting Goals and Taking Action	Staff and families are becoming more aware of the Community School model, though a unified vision is still in progress and not widely shared. While school priorities are being discussed, goal-setting is still limited to a small group and not yet inclusive of all stakeholders.	Stakeholders have worked together to develop goals, which are now reflected in action plans and council discussions. Implementation efforts align with these shared goals, and progress is reviewed during council meetings. A SVMS Student Council was also created to hear students' comments and input. This same student committee played a key role in reevaluating and developing the LCAP goals. Including student voice is essential, as students offer a valuable perspective on how to improve school culture and motivate both students and parents to become active, engaged members of the school community.
Collaborative Leadership	Leadership decisions are mainly made by administrators, with shared and inclusive decision-making not yet been implemented.	SVMS is becoming more inclusive, with leadership efforts focused on elevating the voices of all stakeholders. The Community School Site Specialist (CSSS) is present in key decision-making spaces such as the Community School Council, ELAC (English Learner Advisory Committee), and School Site Council meetings, actively engaging with parents and educating them about the community school framework. This role is critical in ensuring that families are informed and empowered to contribute meaningfully to the school's direction. Together, we are collaboratively developing programs and initiatives that advance our community school model. As part of this ongoing work, we have begun documenting the evolving roles and responsibilities of school personnel to ensure clarity and alignment with community school priorities. These roles are reviewed during Community School meetings to help staff understand their contributions to the

		implementation process and to foster a sense of shared ownership across the site. We are also focused on creating healthy relationships and strengthening team-building bonds among all stakeholders. Above all, we are committed to ensuring that everyone knows their voice matters and plays a meaningful role in shaping our school's future.
Coherence: Policy and Initiative Alignment	Due to limited understanding of the Community Schools model, there is insufficient coordination among school initiatives. Programs often operate in silos, without a unified strategy or clear alignment with the overarching Community School vision.. Additionally, decision-making processes tend to follow a top-down model, with minimal input from key stakeholders such as educators, students, families, and community partners. This lack of collaboration hinders the development of a cohesive, community-driven approach	Progress has been made in aligning attendance, wellness, and engagement initiatives with the school's shared goals. Staff are increasingly collaborating across programs, resulting in stronger internal coordination and a more unified approach. Wellness goals outlined in our SPSA are actively being implemented, and family engagement goals identified in both the SPSA and Needs Assessment are being supported through Community School Advisory events. Efforts are also underway to align goals across the LCAP, SPSA, and Community School framework to ensure coherence and reduce duplication. Communication with families has improved through the consistent use of ParentSquare and social media, which help promote initiatives that reflect our community school vision. In addition, the CSSS team has incorporated more face-to-face interaction by handing out information to parents during drop-off and pick-up times, creating more opportunities for direct engagement. Attendance is now celebrated in a more intentional and meaningful way, reinforcing the connection between student presence, a sense of belonging, and positive school culture. Our interventionist plays a key role in these efforts by providing targeted support and working closely with students and families to remove barriers to engagement and success. As we continue to prioritize wellness, we are exploring the creation of a Wellness Center—a safe, supportive space where students can take a break, regulate their emotions, and access resources as needed.
Staffing and Sustainability	Roles and responsibilities for Community School efforts are unclear, with sustainability planning and resource allocation still developing.	As we move forward with the Community School initiative, it's important to clearly define the roles and responsibilities of everyone involved. Right now, some staff roles are not clearly set, and discussions about the long-term plan for the school are still in the early stages. We need to do more planning to make sure the right positions and resources are in place for our long-term goals. Although we have identified some roles, we still need to make them clearer and more consistent. We have already started looking at the work between the counseling staff and Community School specialists, but we need to take another look to make sure everyone's role is aligned. To fix this, we will create clear, written job descriptions for all positions related to the Community School. These job

		descriptions will be discussed in staff meetings to make sure everyone understands their role and is accountable for their work. Additionally, we will use our fall council meetings to develop and finalize expectations for key staff roles. The Community School Site Specialist meets with the principal and assistant principal every two weeks to talk about priorities and tasks. The specialist also works closely with the counseling team, including the school counselor and interventionist, to make sure everyone is working together and providing the right services. Clearly defining these roles will help the team work better together and make the Community School initiative more successful in the future.
Strategic Community Partnerships	Some informal community ties exist, but there are no formal partnerships or aligned goals.	We are working with new groups that help with mental health and fun learning programs. These new friends are starting to work with us and share the jobs we need to do. We are also talking with the Department of Public Health and Hilda Solis' office to get more help. As we improve our school plans, we want to continue working closely with our current partners, such as Foothill, Enki, and Pacific Clinics. We are also working hard to strengthen our mental health programs and build better connections with our community. We also want to ensure that everyone knows about the helpful services at our school and in the community so that families can get the support they need.
Professional Learning	So far, teachers and staff have not had special training in important areas like fairness, understanding student trauma, or how to connect school with the community. They have only had a little learning in these topics.	There is still limited training on key community school focus areas, including culturally sensitive practices and restorative approaches. More planning is needed to build a professional learning system aligned with our implementation goals. Our next steps include providing PD on trauma-informed practices and shared decision-making to build staff capacity around our priority goals. SVMS is also looking into partnering with HLPUSD ethnic studies teachers and community non-profits to facilitate PD. We are working toward establishing a professional learning calendar and identifying internal staff who can lead training or facilitate reflection sessions.
Centering Community Based Learning	While some educators incorporate students' lived experiences and community contexts into their instruction, this practice is not yet widespread. There is a clear need for more targeted professional development to support teachers in effectively implementing culturally responsive and community-based learning strategies. Currently,	Instruction is somewhat disconnected from the community context. Teachers are interested but need structured support and examples to begin integrating local experiences. We are exploring how to embed planning time into our PD days or PLCs for teachers. However, teachers are concerned that this may take away from instruction time. Therefore, finding a creative way to incorporate this focus is essential. Additionally, SVMS is looking into adding time during staff meetings to communicate with teachers and keep them informed. We also

	community-based learning is not a central focus in curriculum planning or instructional practices.	need to develop a system for gathering and incorporating teacher feedback to refine and improve our approach.
Progress Monitoring and Possibility Thinking	Right now, there isn't a good system to check how well the Community School is working. People don't have a clear way to see what's going well or what needs to get better. The school isn't using data to help make smart choices or grow.	Systems have been implemented to track family engagement, attendance, and wellness support, with data now informing planning and team reflection practices. QR codes and sign-in sheets are used to monitor parent engagement, and offering incentives for student participation in workshops and school events has led to improved parent involvement. Additionally, we are gathering feedback by actively listening to parents regarding family events and Parent University workshops. This includes collecting recommendation papers, holding one-on-one conversations with parents and students, and incorporating teacher and classified employee feedback. We ensure all events have sign-in sheets to accurately track participation. We also maintain a record of stakeholders who participate in LCAP goal-setting and community school surveys, further informing our decisions and planning processes. Furthermore, we aim to create a Google Form system to track teacher referrals for students and families, ensuring a streamlined and efficient process for supporting those in need.

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school's needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	- Yes - No	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)
Educators	Yes	Yes	Surveys	Surveys

	• No	• No	• One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Classified staff	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Students	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Family members	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Community members	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
Please provide a brief overview At the beginning of the year, we focused on engaging historically marginalized student groups by collaborating with our Equity and Access Office to support students experiencing homelessness and those in foster care. These students received increased access to our school counselor, information on mental health resources, and ongoing support through consistent communication with families and caregivers. Given that many of our students come from low-income households and are English learners, these groups are included in our Tier I supports within the MTSS framework. Universal supports have been designed to address the academic, behavioral, and social-emotional needs of all students, with an emphasis on accessibility and cultural relevance.	Please provide a brief overview We maintained the same level of support for historically marginalized students and families as we did at the start of the year, particularly through the Equity and Access Office and counseling services. While we haven't yet expanded our reach, we made significant progress in engaging these families through a formal needs assessment process. By the end of the school year, students and families from marginalized groups were invited to participate in sharing their concerns, priorities, and suggestions for campus activities. This provided them with a meaningful voice in shaping future programming and allowed us to gather valuable insights on unmet needs. Moving forward, we aim to expand services and create intentional spaces where families feel seen, heard, and supported. Our goal is to bridge the gap between school resources and family needs, with a strong focus on improving student attendance and family engagement outcomes.

Overview

The implementation of a **Community School** model at School aims to create a supportive environment where students, families, and community members work collaboratively to improve academic success, well-being, and overall school engagement. This plan outlines key goals, actions, and strategies that were drafted and approved by the 2024-2025 School Community School Advisory Council for a sustainable and effective community school program.

Goals	Rationale
Goal 1: Strengthen Family & Community Engagement By May 2026, family and community engagement will increase at Sierra Vista Middle School as evidence by: 1. A 25% increase in parent participation in school events and programs. 2. Established a parent Booster club 3. Established two new community partnerships that provide direct resources to the students and families.	According to the Comprehensive Needs Assessment survey, a large portion of students (81.9%) reported that their parents or caregivers participate at least occasionally in school events or activities at SVMS. However, only 18.2% of staff believe the school is effectively addressing non-academic barriers to learning. This gap highlights the need for stronger community partnerships to support students and families more holistically. Family engagement plays a critical role in improving student achievement, attendance, and social-emotional development. When families are actively involved, students tend to perform better academically, attend school more consistently, and develop a stronger sense of belonging. These positive outcomes underscore the importance of cultivating strong school-family partnerships. To help build this connection, the creation of a Booster Club at SVMS would be a valuable step. A Booster Club can promote school culture, support extracurricular activities, organize fundraisers, and increase parent participation. By fostering greater family and community involvement, SVMS can create a more inclusive and supportive learning environment where families feel empowered and engaged in their children's education.
Goal 2: Provide a Wellness and Resources Classroom By May 2026, Sierra Vista Middle School will foster a safe, supportive, and inclusive school environment. : 1. A 10% increase in participation in school programs(e.g counseling, SEL Activities, school activities).	The Comprehensive Needs Assessment survey highlights that staff at SVMS are seeking increased access to on-site mental health services, nonprofit partnerships for family assistance, and community-based mentoring programs. These supports are essential in addressing non-academic barriers to learning such as mental health challenges, nutrition, clothing, and wellness. By expanding on-campus health services and wellness initiatives, SVMS can help ensure that students and families receive the holistic care they need to thrive both inside and outside the classroom.

- Established the SVMS school closet and increased the wellness programs - Reduction in behavioral incidents related to emotional distress through the implementation of proactive support. - Implement restorative school practices	To meet these needs, SVMS can establish a Brave Space—a safe, supportive, and inclusive environment where students feel valued and heard. These supports are particularly important for students who are historically underserved such as English Learners, students with disabilities, homeless, and foster youth. This goal emphasizes prevention, early intervention, and care through Social-Emotional Learning (SEL) and stronger partnerships with local organizations, such as trauma-informed counseling providers, youth mentoring programs, or food security organizations. By fostering meaningful connections and community involvement, SVMS can create a nurturing school culture that promotes student wellness, resilience, and long-term success.
Goal 3: Incorporative Student Academic Support (School Clubs) and Staff SEL Decrease chronic absenteeism By May 2026, Sierra Vista will reduce chronic absenteeism and suspensions through the implementation of these student-centered initiatives. - Launch a school-wide campaign by October 2024 that offers attendance-based incentives to students and families, promoting consistent attendance and recognizing improvement. - Offer teacher professional development workshops designed to foster student belonging and increase participation in culturally responsive, arts-based clubs, helping students feel more connected to school culture. As part of this initiative, we will also provide ongoing professional development (PD) for teachers, equipping them with the tools and strategies to support inclusive practices and promote student engagement through the arts. - Implement quarterly Social-Emotional Learning (SEL) check-ins and provide wellness resources for staff to support a positive school climate and reduce burnout, ultimately improving student outcomes.	In response to the Comprehensive Needs Assessment, Sierra Vista Middle School (SVMS) will implement proactive attendance interventions, reduce suspensions by 3%, and strengthen school-family partnerships to improve student attendance, behavior, and academic achievement. As part of this effort, SVMS will establish culturally responsive, student-led clubs that focus on the arts and creativity, providing students with positive, engaging outlets for self-expression, confidence-building, and connection. These clubs will celebrate the diverse cultural backgrounds of our students and foster a sense of belonging, particularly for those who have historically felt marginalized or disconnected from school culture. To further support this initiative, SVMS will provide targeted professional development (PD) for teachers focused on social-emotional learning (SEL), culturally responsive teaching, and inclusive club facilitation. Additionally, students will have the opportunity to participate in field trips that enhance cultural awareness, artistic exploration, and real-world learning experiences. To enrich the student experience on campus and encourage positive social interaction, SVMS will also invest in activity equipment such as ping pong tables and other recreational resources. These additions will create more opportunities for students to engage with peers in a fun, inclusive environment during non-instructional times. By addressing non-academic barriers through a combination of proactive strategies, SEL-informed staff support, academic assistance, cultural enrichment, experiential learning, and recreational engagement, SVMS aims to cultivate an inclusive, supportive school climate that promotes the holistic development of all students.

Metrics & Actions: The following outlines the details of how these goals will be measured and achieved.

Goal 1: Strengthen Family & Community Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Increase in positive responses	Family Resource Center Utilization Reports: Document sign-in sheets and document the number of families accessing support services.	Climate Survey:19.49%	Climate Survey:70%
Active partnerships	Community Partnership Reports: Asses how outside partnerships help students and families succeed.	1 partner community	3 Community Partners

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Parent Involvement In School Activities	Implement monthly parent engagement events—such as Family Nights and Coffee with the Principal—with the goal of increasing overall attendance by 15% compared to the previous school year.	Administrator CS Specialist Counselors	Launch first monthly event by September 2025, events for the 2025-26 school year.
Parent Engagement & Resource Room	Developed the Parent Center that offers parent workshops and social services.	Administrator CS Specialist MtSS Team	The goal is to open the center by October 2025. Changes may occur due to Bond Renovations.
Parent and School Staff Recognition Celebration	Launch a school wide initiative to validate staff and parent involvement in school activities.	Administrator School Counselor CS Specialist Teachers School support staff	Conduct celebrations at the end of December and beginning of May.

Goal 2: Provide a Wellness and Resources Classroom

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Student Wellness Survey Results	Increase student mental health access by keeping a roster of students being referred and participating.	Climate survey: 14.7% students feel supported	Climate survey: 32.9% of students report access to resources.
Suspension rate	CA dashboard/Aeries count	Suspension rate 9.4 %	Reduce to by 3%
Parent & Student Event		Increase family events and 50	Host 5 family events per year

Attendance	Track participation in wellness fairs and education nights	plus attendees	with 50+ attendees
Staff Training Completion Rates	Track the number of staff that completes trauma-informed care training	0%	70+

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Broaden Access to School Mental Health Programs	Expand access to on-campus mental health services by collaborating with local providers to ensure all students in need receive the necessary support.	Administrator School Counselor CS Specialist Teachers School Support	Establish services by October and monitor through May 2026.
Adopt a Tiered Approach to SEL Instruction	Implement a three-level SEL support system comprising classroom lessons, small-group counseling, and individualized interventions. Aim to boost student participation in SEL	Administrator School Counselor CS Specialist MTSS Team Teachers School support staff	Program launch in October 2025, with progress evaluation by June 2026
Host Quarterly Wellness Fairs & Parent Education Nights	Host five annual wellness and education events, scheduled during the school day and in the evening, to enhance student well-being, support academic success, and increase parent and student engagement	Administrator School Counselor Teachers School support staff CS Specialist Interventionist	The first event will launch with a Health and Wellness Fair, featuring non-profit community partners and representatives from the LA County Department of Mental Health to provide resources, education, and support for students and families
Equip Staff with Trauma-Informed and Mental Health First Aid Skills	Offer professional development for all teachers and staff on trauma-informed teaching and crisis response. Ensure 100% of	Administrator School Counselor CS Specialist School support staff Teachers	Training Session schedule for August and follow-up throughout the year,

	school staff complete the training and apply implementation strategies. A tiered system will be utilized based on student needs.		

Goal 3: Incorporative Student Academic Support (School Clubs) and Staff SEL Decrease chronic absenteeism

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
California Dashboard	Attendance Data Tracking: Measure reduction in chronic absenteeism rates.	California Dashboard: 39.2%	California Dashboard: 20%
Parent participation in attendance workshop (sign in sheets)	Parent Workshop Sign-in Sheets: Track participation and feedback. Use QR codes for parents to sign-in	2%	Increase by 3%
Aeries Analytics	Attendance Intervention Program Effectiveness: Monitor student attendance before and after intervention.	0%	Increase student attendance and reach a daily goal of 98% attendance.

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Strength Parent Involvement in Attendance Support	Hold Parent Attendance Workshops each quarter to share tips and highlight why attendance matters. Boost workshop participation by 10% this school year	Administrator CS specialist Teachers Counselor School support staff	Launch the partnership workshops and post them in parent square and display them in school flyers.
Strengthen Home-School Communication About Attendance	Set up automated alerts (calls, texts, emails, via school newsletter) to notify parents of absences. Also sent out a Community school newsletter monthly. Ensure 75% of families with	Administrator CS specialist Teachers Counselor School support staff	Start parent workshops for September through Microsoft Teams due to the remodeling phase.

	chronically absent students get personalized follow-up.		
Share public service announcements to inform the community about the importance of regular attendance.	Create and share videos on social media, in classrooms, and via ParentSquare. Track video engagement by monitoring view counts.	Administrator CS specialist Teachers Counselor School support staff	Start them at the start of the year and create a CS Instagram page.
Implement an Attendance Awareness & Incentive Program Create clubs that are reflect student interests	Start a school-wide Attendance Champions Program with rewards for students who keep good attendance or show improvement. Aim to lower chronic absenteeism.	Administrator CS specialist Teachers Counselor School support staff	Create a Viking Reward System to encourage students' attendance by August to be launched by September. Create clubs like Choir Arts E-Sports Dance Fitness Science Running Club Coding Dance Ethnic Studies
Implement restorative school practices by teachers attending professional development training.	include restorative practices training for teachers, administrators, student aides, and campus aides to help foster a more motivating, inclusive, and culturally responsive environment across the school campus	Administration CS specialist Teachers School support	The goal is to begin incorporating restorative practices by providing teachers with at least five professional development training throughout the school year.

Overall Reflection

To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please provide an overview of the most impending challenges during the implementation of the CCSPP grant. Please also describe any solutions you have developed to address them and additional support or changes to the CCSPP program and technical assistance that could be useful. Please provide a one-half to one-page narrative for this prompt.

Starting the implementation of the CCSPP grant this year has been a great learning experience, but it has also come with some challenges. One of the biggest challenges I faced at the beginning was figuring out how to communicate and work with everyone involved—students, parents, staff, and community partners. Since I was new to both the school and the district, it took time to earn trust and explain the purpose of the Community School model. Many people were unsure about what the program was and how it would benefit them. This made it harder to get everyone on board and working together.

Another challenge was the large amount of information and the new skills I needed to learn. I had to figure out how to collect and analyze data, write reports, and meet all the necessary requirements for the grant. At first, I wasn't sure where to focus my efforts or how to prioritize everything. The goals for the year were a bit unclear, so it was hard to know what to work on first. To solve this, I used feedback from surveys and discussions with the advisory council and other stakeholders to help decide what should be our top priority. However, getting enough feedback from everyone was difficult because there wasn't enough time or resources to involve everyone in these discussions.

One of the biggest hurdles has been managing the different opinions and expectations of everyone involved. It's easy for misunderstandings or miscommunication to happen when people don't agree on what's most important for the school. I learned that it's really important for everyone to be open to working together and compromising. Changing the way we work and thinking differently about how to help our community is key to making the school successful. Building partnerships with outside organizations has also taken longer than expected, especially because some organizations don't have an agreement with the school district yet.

Despite these challenges, there have been several successes. One of my biggest wins was connecting with the parents at my school. I was able to earn their trust and support by involving them in the events I organized. I worked hard to make sure these events were engaging and valuable for the families, and their participation was a huge success. My background as a social worker also made it easier for me to connect with the school community. I was able to use my skills in building relationships, understanding people's needs, and offering support to engage with parents, students, and staff more effectively. I also became an active participant in key committees like the School Site Council, ELAC (English Learner Advisory Committee), and "Coffee with the Principal." Being part of these committees helped me build stronger relationships with parents and school staff, and it allowed me to have a voice in important decisions for the school.

Additionally, the LACOE training played a crucial role in helping me overcome doubts about my role. The training provided valuable tools and strategies, which helped me create innovative team-building exercises with students. These activities not only helped strengthen our school community but also allowed me to clarify my role and responsibilities during moments of uncertainty.

There's still a lot of work ahead to make a lasting impact on the community. I think there are a few things that would have been helpful to have in place before the position was created. For example, as a visual learner, I had a hard time understanding how reports should be structured. Concrete examples and templates would have made this process a lot easier and saved time.

Even though there's still a lot of work to do, I'm excited to continue learning and growing in this position. The goal is to transform the school and meet the needs of our community, and I'm committed to that. I also look forward to working with a strong team and having clear expectations and guidelines in the future. With time and effort, we can make a real difference in our school community

Whole Child Supports

This section is aligned with the [Whole Child Supports Inventory](#)

To make progress toward SMART goals, your site may provide a range of whole child supports. For each area below, please identify the following:

- Write “Yes” in column A if the support was part of your CSCIP; **if yes in column A**, write “Yes” to all areas that apply in columns B through F,
 - Check the box in column B if you were already implementing a support and integrated into your community schools work,
 - Check the box in column C if you engaged with or expanded partnerships during the 2024- 2025 school year
 - Check the box in column D if training or professional development in that area occurred during the 2024- 2025 school year
 - Check the box in column E if you expanded your capacity to offer the support during the 2024- 2025 school year
 - Check the box in column F if you are currently collecting data and tracking improvement for a support.

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?			
		Previously implemented and integrate into the community school’s work	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	No				
Mental health Screening and Services	Yes	✓			✓
Nutrition Services and Support	No				
Academic Support (tutoring, specialist, etc.)	Yes	✓		✓	✓
Counseling Center	Yes	✓			
Multi-Tiered System of Support	Yes	✓			
Coordination of Services Team (e.g., COST team)	No				
Before School (times/services)	No				
After School (times/services)	No				
Summer Programs	No				

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?			
		Previously implemented and integrate into the community school’s work	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
During School (learning pathways, differentiated instruction, lab times, etc.)	Yes	✓	✓	✓	✓
Teacher Leadership Development and Opportunities	Yes			✓	✓
Parent Leadership Development and Opportunities	No				
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	Yes	✓			

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?			
		Previously implemented and integrate into the community school’s work	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No				
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	✓			
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	No		✓		
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes			✓	
Project-Based Learning	No				
Culturally-Sustaining Pedagogy	No				
Community-Based Curriculum and Pedagogy	Yes	✓			
Personalized Learning Plans	No				

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?			
		Previously implemented and integrate into the community school’s work	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Performance Assessments (e.g., capstones, portfolios, etc.)	yes	✓			
Advisory System (advisor roles, classes, curriculum, etc.)	No				
Insert additional rows to include your local supports, practices, etc.	After-School Programs	yes			
	Local Non-Profit Organizations	yes			