

Kwis Elementary 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	NA	NA	NA
Dropout Rate	NA	NA	NA
Chronic Absenteeism Rate	36%	34.5%	24%
Suspension Rate	0.9%	0%	1.6%
Expulsion Rate	NA	NA	NA
College Going Rate (CGR)	NA	NA	NA
A-G Completion Rate	NA	NA	NA

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 Kwis is evolving, with data from the CHKS, LCAP, CS Assets and Needs Survey, and chronic absenteeism reports highlighting areas for improvement. In the Community School Needs Assessment Survey, student feedback points to a strong interest in expanded enrichment opportunities, particularly in after-school programs like sports, art, and music—indicating a desire for greater involvement and ownership of their school experience. According to the CHKS survey, 68% of fifth-grade students reported participating in interesting activities. Additionally, 58% feel connected to peers, 84% feel happy and part of the school community, and 63% believe they are treated fairly by teachers. Attendance data further underscores the need to strengthen engagement strategies to reduce chronic absenteeism.
Family Engagement	Based on data from the Community School's Needs Assessment Survey, it is clear that while family engagement is improving, there is still room for growth. The climate survey reveals that 35.5% of families feel very involved in their child's education, while 64.5% feel somewhat involved. Popular family engagement events include family fun nights (48.4%), literacy nights (25.8%), and multicultural nights (25.8%). In response to these findings, we will continue implementing our monthly Kwis Family Community Nights, Fun Friday Assemblies, and parent workshops. Additionally, we will strengthen our partnerships with the PTA and the afterschool program to collaborate on events and activities that further support and enhance family involvement..

	Based on the data, it is evident that we should continue hosting our monthly Kwis Family Community Nights, Fun Friday Assemblies, and parent workshops. Additionally, strengthening our partnerships with the PTA and the after-school program will enhance collaboration on events and activities that support family involvement.
Staff Engagement	Staff engagement is generally strong in terms of commitment to student success but highlights key concerns. Among teachers and staff there is strong support for improving mental health services and healthcare access. There is also a need for more funding and community partnerships to support students. Our survey shows high satisfaction with family engagement efforts and the need for further involvement. Suggestions to improve collaboration with regular meetings, leadership opportunities, and better communication were also noted to be of importance to improve staff engagement..
Community Engagement	We are fortunate to have a variety of community engagement and outreach opportunities with partners like Pacific Clinics, Foothill Family, and our PTA. Our goal is to continue our relationship with these programs as well as expand the partnerships to provide even more resources to our community school with partners like Breast Cancer Angels, Elevo, and the Los Angeles County Department of Public Health. We would like to establish a system of communication between our staff members and our partnerships to meet our students' needs and provide access 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?

Centering Community-Based Learning has proven to be the most challenging strategy to implement. This difficulty primarily stems from limited time available to offer staff the necessary guidance and training. While the staff is open-minded and eager to deepen their understanding of culturally relevant instruction, the lack of resources and dedicated time for lesson development continues to be an obstacle. Currently, we are in the visioning phase, but we anticipate that next year will allow for focused time on lesson creation.

The easiest strategy to implement has been **Strategic Community Partnerships** because existing and new relationships with local organizations have provided a strong foundation, and there has been mutual enthusiasm for collaboration. These partnerships have offered valuable support, resources, and opportunities that align well with our goals, making integration into our work both natural and efficient. We remain committed to continue building strong partnerships that support the growth of our community school.

Capacity Building Strategy	Beginning of year Reflection	End of Year Reflection (<i>To be completed at the end of the year</i>)
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	Please provide a brief overview	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 educational partnerships.	Awareness of the Community School model has grown substantially. Educational partners increasingly recognize and align with the shared vision, integrating it into their discussions and initiatives. Families are informed about the school's community-based approach through a variety of channels, including school-wide events, ParentSquare notifications, flyers, newsletters, and social conversations.
Collective Priorities: Setting Goals and Taking Action	Initial conversations have begun around school priorities, but goal-setting is still led by a small group and not yet co-developed with broader educational partnerships.	The Community School Site Specialist, teachers, the principal, and the Student Leadership Team have collaborated on goal development and priorities after reflecting on the Assets and Needs Survey, and other data gathered for the school plan. Implementation efforts are in the beginning stages.
Collaborative Leadership	Leadership decisions are mostly made by administrators. Traditional shared leadership structures are in place (SSC, ELAC, PTA, Leadership). Inclusive decision-making processes through the lens of community schools are not yet in place.	Our school has implemented shared leadership practices that actively involve parents, students, and staff in decision-making. We are currently in the visionary phase within the Community School Advisory Council, focusing on building a shared purpose, fostering inclusive dialogue, and establishing structures for collaboration. This foundational work is helping to create a culture of trust and collective ownership as we move toward a more defined system of shared decision-making.
Coherence: Policy and Initiative Alignment	There is some alignment between school initiatives. We are beginning to integrate schoolwide policy and initiatives with the community school vision.	Our school continues to make progress in aligning attendance, wellness, engagement, and extracurricular initiatives under shared goals. In this visionary phase, administration and the Community school Site Specialist are working toward building coherence and shared purpose. Initial efforts have been made to align the LCAP and SPSA with the Community School goals, laying the groundwork for a more integrated and strategic approach.
Staffing and Sustainability	Roles and responsibilities related to the Community School work are unclear. Sustainability planning and resource allocation are still emerging.	Staffing and sustainability efforts are currently in the visionary phase, guided by insights from the Community School Implementation Plan and the recent needs and assets mapping. The hiring of a Culture and Climate Interventionist marks a strategic step toward addressing identified gaps in student support and school climate. As we revisit and refine our implementation plan, we are laying the foundation for a sustainable staffing model that aligns with the long-term goals of the community school framework.
Strategic Community Partnerships	New partnerships have been formed with organizations supporting mental health and enrichment programs.	We continue to actively reach out to and work with potential partners in the community to find opportunities that could benefit

	These collaborations are beginning to be structured with shared responsibilities. We have communication with the Pacific Clinics, Del Haven, Foothill Family, the American Heart Association, and the Department of Public Health.	our community school. We have established a list of current and possible partners within the school and local community. We have developed and implemented a structured approach to incorporate integrated student support services within our current Multi-Tiered System of Supports (MTSS) and or Positive Behavioral Interventions and Supports (PBIS) framework(s).
Professional Learning	Staff has not yet received targeted training related to equity, trauma-informed practices, or community school strategies. Professional learning in this area is minimal.	Initial training in key Community School focus areas has begun. Through a Community School partnership, TK teachers participated in a pilot program with the Parent Institute for Quality Education and the Cesar Chavez Foundation, focusing on culturally responsive practices and age-appropriate developmental activities. Meanwhile, grades 3–5 engaged in a pilot with VAPA TOSAs to integrate ethnic studies into social studies instruction. These early efforts highlight promising progress, though further planning is needed to establish a comprehensive professional learning system aligned with our Community School implementation goals.
Centering Community Based Learning	There has been some instruction connected to students' lived experiences or community context. Community-based learning is currently a focus area.	Throughout the year there have been opportunities for the staff and community to connect. We have seen this through our Kwis Family Community Nights, assemblies, and field trips. Teachers are interested but need structured support and examples to begin integrating local experiences into the classroom.
Progress Monitoring and Possibility Thinking	There are a few systems in place for measuring progress or reflecting on the potential of the Community School work such as the LCAP, SPSA, CHKS, and Universal Screener.	Systems have been introduced to track family engagement, attendance, academic achievement, and wellness support. Data is beginning to inform planning and team reflection practices. There is a need to revisit and update our current systems in place, as well as calendar and schedule our progress monitoring process.

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	- Surveys - One-on-one interviews - Focus groups

			• Visioning exercises • Meetings and forums • Other: (Write in)	• Visioning exercises • Meetings and forums • Other: (Write in)
Educators	• 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: (informal talk in teacher's lounge)
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: (informal conversations with programs)

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 (To be completed at the end of the year)
Please provide a brief overview At the beginning of the year there were already systems in place for our historically marginalized student and family groups. The SHQ (Student Housing Questionnaire) is used to identify and assist in the identification process of our unhoused families. In partnership with our HLPUSD Equity and Access	Please provide a brief overview We have continued to support our historically marginalized groups that were identified at the beginning of the school year. As there was a need to improve the communication system with all families, we targeted our support for low-income families and English Learner families by bringing on additional

office, we have had the ability to provide essential resources for our most vulnerable students. With the guidance of the Equity and Access Liaison and our school counselor, we have been able to reduce some of the barriers that these students and families face, such as providing basic hygiene products, clothing, and school supplies.

This school year has also had a larger than usual number of newcomer students enroll. We hope to establish a better system to communicate with these families and support the students as they navigate learning in a new environment. We value the trust that these families have in us and we try to work in partnership with families to help their children succeed academically.

All materials (surveys, flyers, invitations) are translated into the primary languages spoken by families (e.g., Spanish, Mandarin) and we offer virtual, in-person, and hybrid meeting options at various times to accommodate work schedules and transportation barriers.

We are in the process of identifying needs, and asking families and students what strengths and resources they bring to the school community. We would also like to invite students to share their experiences and ideas directly with school leadership during assessment phases.

staff, including our Culture and Climate Interventionist, and establishing an MTSS team. We provided resources such as technology (ipads for translation), an interpreter at parent workshops, and opportunities for parents to learn how to access Aeries and ParentSquare.

We have played an important role in supporting children with family custody issues establishing a safe and stable environment as well as providing access to resources all while following legal guidelines

With the development of the Needs Assessment Surveys, we are able to get additional targeted information to support families. Families have expressed their interest in engaging with the school by attending school sponsored events, such as family nights, parent workshops, and after school academic support. Staff has expressed the need for mental health support for students and students have expressed the need for more after school activities and during the day athletic activities.

We plan on expanding our programs and ensuring that we are identifying all of our marginalized students. Our next steps are to establish integrated support for academic and attendance, provide social emotional support and wellness education, offer family and community engagement opportunities and implement expanded learning time and extra curricular activities.

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
1. Improve Student Academic Outcomes & Support	Kwis Elementary School recognizes that student success is deeply influenced by the strength of its relationships with families and the broader community. By fostering stronger connections with families and staff, the school aims to create a more responsive and supportive environment. When schools and

By May 2026, Kwis Elementary will improve academic performance by reducing absenteeism, expanding targeted academic support, and strengthening systems that address students' holistic needs. As Evidenced By: ● Increased overall school attendance rates ● Demonstrated growth in ELA and Math on MAP assessments ● Enhanced implementation and quality of Social-Emotional Learning (SEL) time ● Development of new community partnerships to support student needs	families work together, students are more likely to attend school consistently, engage in learning, and demonstrate growth across academic and social-emotional domains. Over the past few years, Kwis has experienced high levels of chronic absenteeism, which has impacted learning outcomes and overall school performance. This goal will focus on proactive Tier 1 attendance interventions, academic support systems, and stronger school-family partnerships to ensure students attend school consistently and achieve academic success. According to our Community School Needs Assessment Survey, students requested additional support in math (47%), followed by writing (36.5%) and reading (33.9%). 37% of Families request additional academic support across the three areas, as well as counseling services for their children, and 65% of parents are interested in SEL programs for their children. Enhanced partnerships will allow for more robust SEL programming
2. Strengthen Family and Community Engagement By May 2026, Kwis Elementary School will see an increase in family and community engagement by 10%. As Evidenced By: ● On-going hosting of after-school Kwis Family Community Events ● Continuing to provide parent workshop opportunities to support families needs ● Add after-school activities for families to participate in throughout the year	Kwis Elementary School understands that meaningful family and community engagement is a cornerstone of student success. When families and community members are actively involved in the educational experience, students benefit from a more supportive, inclusive, and enriched learning environment. This goal reflects a strategic effort to build stronger, more consistent connections between the school and the families it serves. By offering a variety of accessible and culturally responsive opportunities for involvement, Kwis Elementary aims to foster a sense of belonging and shared responsibility for student achievement and well-being. According to our Comprehensive Needs Assessment Survey, many students expressed interest in activities such as playing soccer (65%), arts and crafts (56%), movie nights, and game nights with family. Other suggestions include baking, gardening, and sporting events. Families request workshops on ESL classes, job training, and technology support for homework. 71% of families are interested in parenting classes. Of the staff, 54.5% want family workshops on student learning and development. By expanding these initiatives, Kwis Elementary will create a more inclusive school culture where families feel valued, informed, and empowered to contribute to their children's education.

3. Strengthen Community-Based Learning and Collaborative Leadership to Increase Engagement By May 2026, Kwis Elementary School will improve in community-based learning that builds on the rich, diverse cultural and linguistic backgrounds of students and families. It will also improve collaborative leadership that empowers and promotes shared commitment to co-creating a learning environment centered around community-based practices, improving students' sense of ownership and agency. As Evidenced By: ● Providing ethnic studies lessons and opportunities to acknowledge our diverse population fostering empathy, inclusion, and a deeper connection to learning ● Continue to grow our student leadership team to take an active role in shaping school culture, promoting peer engagement, and modeling inclusive leadership	Kwis Elementary School is committed to cultivating a learning environment that reflects and celebrates the rich cultural and linguistic diversity of its students and families. Community-based learning connects classroom instruction with students' lived experiences, cultural identities, and community knowledge. This approach not only enhances academic relevance but also affirms students' identities and builds bridges between home and school. At the same time, collaborative leadership empowers students, families, and staff to co-create a shared vision for learning, ensuring that all voices are heard and valued. According to our Comprehensive Needs Assessment survey, data showed that 84.1% feel their family culture or background is represented and respected at school, while 62.6% of our students feel cared about at our school and 63.2% feel like part of the school, while 35.1% said "sometimes" and 2 responses said "no." 50% of our staff feel we have collaboration among staff, families, and community partners. 90.3% of our families feel welcomed and supported by the school staff, there is a suggestion to focus on prioritizing Latino children's learning.
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Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2024-2025 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1 - Improve Student Academic Outcomes

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Increase average daily attendance	-Track monthly and year-to-date attendance rates using Aeries -Compare data to the previous school year to measure percentage improvement	Average Daily Attendance Rate for Kwis was 93.10%	Average Daily Attendance Rate for Kwis TBD	-Improved daily attendance rates across all grade levels with 3% increase in average daily attendance -Increased family engagement in addressing attendance barriers through school and community support.

Decrease chronic absenteeism	-Monitor the number of students identified as chronically absent (missing 10% or more of school days). -Disaggregate data by grade level, subgroup, and intervention participation.	24% of the students chronically absent	TBD	-A measurable reduction in chronic absenteeism	
Increase in student academic outcomes	-Analyze fall-to-spring growth in ELA and Math using MAP assessment reports. -Identify the percentage of students meeting or exceeding expected growth targets. -Use formative assessments and benchmark data to track student progress throughout the year. -Disaggregate academic data by student subgroups (e.g., English learners, students with disabilities) to ensure equity in academic gains.	<u>ELA</u>			
		K	7 RIT points	44%	≥ 60% meeting growth projection
		1	9 RIT points	51%	≥ 60% meeting growth projection
		2	9 RIT points	48%	≥60% meeting growth projection
		3	10 RIT points	64%	≥ 70% meeting growth projection
		4	5 RIT points	38%	≥ 60% meeting growth projection
		5	2 RIT points	26%	≥ 60% meeting growth projection
		<u>MATH</u>			
		K	No data	N/A	Establish baseline in next term
		1	9 RIT points	40%	≥ 60% meeting growth projection
		2	8 RIT points	50%	≥ 60% meeting growth projection
		3	14 RIT points	81%	Maintain ≥ 80% meeting growth projection
4	8 RIT points	63%	≥ 70% meeting growth projection		
5	7 RIT points	54%	≥ 70% meeting growth projection		
Monthly SEL topics	-Maintain and Monitor SEL Implementation and Impact -Maintain a monthly SEL theme calendar and ensure consistent lesson delivery across all classrooms. - Track classroom participation and lesson	Establish baseline	Establish baseline	-Growth in student performance on MAP assessments in ELA and Math, with more students meeting or exceeding expected growth targets. -Increased access to academic interventions and enrichment opportunities	

	completion using a centralized system. - Monitor trends in behavior referrals, peer conflict reports, and school climate survey data. - Assess improvements in student self-regulation, empathy, and peer relationships over time through both qualitative and quantitative measures.			through community partnerships. -More equitable academic progress across student subgroups (e.g., English learners, students with disabilities). -More opportunities for families to engage in shared learning and recreational experiences. -Increased family involvement in school life beyond traditional academic settings. -Enhanced community spirit and inclusivity through diverse, culturally responsive programming. -Improved student outcomes through stronger home-school connections.
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Action: Implement whole school attendance incentives -Design a monthly tiered reward system for individual, class, and grade-level attendance. -Create visual trackers (e.g., bulletin boards, digital dashboards) to display attendance progress.	The Community School Site Specialist at Kwis aims to use a Tier 1 strategy to improve school wide daily attendance	Community School Site Specialist Principal Classroom teachers Culture Climate Interventionist	Launch by September 2025, with monthly progress tracking through May 2026.

-Host monthly “Attendance Celebration Days” for students with perfect or improved attendance. -Recognize students and classes during morning announcements or newsletters. -Send home monthly attendance reports with positive notes for improvement. -Provide multilingual communication about the importance of attendance and how families can support it. -Include attendance tips and success stories in family workshops and newsletters. Action: Identify and monitor students with attendance concerns. -Use attendance data to flag students with 10% or more absences. -Use attendance calendars with the chronically absent students Host monthly attendance incentive events (e.g., recognition, raffles) --Host parent meetings to discuss the importance of attendance Action: Establish academic support programs within the school setting and with community partners.	Tier II students will meet in small groups to help increase attendance for those students who are chronically absent.	Community School Site Specialist Classroom teachers Culture Climate Interventionist Counselor	Launch by September 2025, with monthly progress tracking through May 2026. Initial planning - July and August
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-Partner with local colleges, libraries, or nonprofits for tutoring. -Schedule after-school academic support sessions. -Monitor and evaluate student progress. -Use MAP Growth data to identify students needing intervention. Hold quarterly data meetings with staff and partners (MTSS Team to adjust supports). Action: Develop a schoolwide SEL calendar with monthly focus topics. -Assign monthly SEL themes (e.g., empathy, resilience, self-awareness). -Integrate SEL lessons into classroom instruction and assemblies. -Invite guest speakers or facilitators from mental health organizations. -Provide family SEL workshops to reinforce learning at home.	The Community School Site Specialist at Kwis will work with teachers, the MTSS Team and TOSA, community partnerships, and students to increase the area of Growth on the MAP assessments	Community School Site Specialist Principal Teachers MTSS TOSA Community Partnerships Academic Interventionists	Identify students needing support - September Implement the systems of support by October Ongoing meetings to access and adjust supports
	The Community School Site Specialist at Kwis will work with students, community partnerships, teachers and staff to strengthen social emotional skills	Community School Site Specialist Teachers Community Partnerships Culture Climate Interventionist	Launch by August 2025, with monthly progress tracking through May 2026.

SMART Goal 2 - Strengthen Family and Community Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Build stronger relationships and increase family participation in school life.	Sign in sheets for activities Pre and Post surveys	Establish baseline	Three cultural community event nights October attendance = 200+ January attendance = 40+ February attendance = 80+ Flyers (multilingual)	-Increased family attendance and participation in school-sponsored events. -Strengthened relationships between families, staff, and the broader school community.

Empower families with tools and knowledge to support student success	Surveys Sign in sheets	Establish baseline	Five parent workshops ATTENDANCE Workshop 1 = 11 Workshop 2 = 8 Workshop 3 = 12 Workshop 4 = 2 Workshop 5 = 8	-Greater sense of belonging and school pride among students and families. -Improved communication and trust between home and school. -Families feel more informed and empowered to support their children's academic and social-emotional development. -Increased parent confidence in navigating school systems and accessing resources. -Higher workshop attendance and positive feedback from families.
Create opportunities for families to engage in shared learning and recreation.	Sign in sheets Community partnership reports	Establish baseline	Establish baseline	-More opportunities for families to engage in shared learning and recreational experiences. -Increased family involvement in school life beyond traditional academic settings. -Enhanced community spirit and inclusivity through diverse, culturally responsive programming. -Improved student outcomes through stronger home-school connections.

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
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Briefly describe the action here	Describe the action		
Action: Plan and schedule engaging family events throughout the school year. -Create a yearly calendar of events (e.g., Literacy Night, Cultural Celebrations, STEM Family Night). -Form a planning committee including staff, parents, and community members. -Promote events through flyers, social media, and multilingual communication.	The Community School Site Specialist at Kwis will increase cultural family night events throughout the school year ensuring the events are inclusive and culturally responsive	Community School Site Specialist Principal Culture and Climate Interventionist Planning committee	Launch by August 2025, with monthly progress tracking through May 2026.
Action: Ensure events are inclusive and culturally responsive. -Incorporate diverse cultural traditions and languages into event themes. -Provide interpretation services and childcare during events.	The Community School Site Specialist at Kwis will increase the number of parent workshops and add family workshops based on the needs and wants of the school community ensuring the workshops are accessible and engaging	Community School Site Specialist Principal Community Partners Culture and Climate Interventionist	Launch by August 2025, with monthly progress tracking through May 2026.
Action: Offer monthly workshops on relevant topics. -Survey families to identify workshop interests (e.g., digital literacy, homework help, mental health). -Partner with local experts or organizations to lead sessions. -Track attendance and gather feedback to improve future offerings.			
Action: Make workshops accessible and engaging.			

-Offer sessions in multiple languages and at flexible times (evenings/weekends). -Provide take-home resources Action: Develop a variety of family-inclusive after-school programs. -Launch activities such as family art nights, fitness classes, or sports games. -Collaborate with community partners to co-host or sponsor activities. -Promote consistent participation and community building. -Highlight family participation in newsletters, social media posts and school assemblies.	The Community School Site Specialist at Kwis will establish new family-inclusive after-school programs/activities	Community School Site Specialist Principal Community partners	Launch by September 2025, with monthly progress tracking through May 2026.
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SMART Goal 3 - Strengthen Community-Based Learning and Collaborative Leadership to Increase Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Foster empathy, inclusion, and deeper learning connections through ethnic studies and cultural acknowledgment.	Keep track of the number and frequency of ethnic studies lessons delivered across grade levels. Monitor attendance at cultural events and celebrations. Distribute feedback forms to students, families, and	Establish baseline	Establish baseline	-Students demonstrate increased cultural awareness, empathy, and respect for diverse perspectives. -Classrooms reflect inclusive practices and culturally responsive teaching. -Students make personal and academic connections to the content through ethnic studies lessons.

Empower students to take active roles in shaping school culture and promoting peer engagement	staff to evaluate the impact and inclusivity of events. Track the number of students involved in leadership roles and ensure representation across grade levels and demographics. Maintain meeting logs and activity records of student leadership initiatives.	Establish baseline	39 members of the Student Leadership Team grades TK-5	-Schoolwide events and curriculum celebrate and affirm the diverse identities of students and families. -Families and community members feel their cultures and histories are valued and represented in the school. -Increased student participation in leadership roles and school decision-making processes. -Student leaders initiate and lead inclusive school activities, campaigns, and peer support programs. -Improved school climate as measured by student surveys and reduced behavior incidents. -Students report a stronger sense of belonging, voice, and agency within the school community. -Leadership opportunities are equitably accessible to students from all backgrounds.
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Action: Implement ethnic studies lessons across grade levels. -Schedule regular classroom activities, projects, or assemblies that	The Community School Site Specialist at Kwis will establish an ethnic studies program to be introduced through monthly ethnic study lessons and activities	Community School Site Specialist Ethnic Studies District Personnel Teachers	Launch by September 2025, with monthly progress tracking through May 2026.

highlight diverse cultures and histories. Action: Celebrate cultural diversity through school wide events. -Involve families and community members in sharing traditions, languages, and stories. Action: Grow and diversify the student leadership team. -Recruit students from all grade levels and backgrounds through inclusive outreach. -Provide leadership training focused on communication, empathy, and equity. Action: Involve student leaders in school decision-making and events. -Assign student leaders to participate in school committees and planning teams. -Encourage student-led initiatives such as peer mentoring, school climate campaigns, and service projects.	The Community School Site Specialist will continue to grow the Kwis Student Leadership Team	Community School Site Specialist Principal 5th Grade Teacher	Launch by August 2025, with monthly progress tracking through May 2026.
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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 supports 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.

One of the most impending challenges during the implementation of the CCSPP grant was the limited knowledge of the shift of becoming a Community School. This created uncertainty in interpreting program requirements and expectations, particularly in the early stages of implementation. This also led to the difficulty of communicating and buy-in from our educational partners (community, families, staff, and students). The absence of timely and detailed communication led to delays in decision-making and planning at the local level, impacting our ability to execute components of the program effectively. It has been difficult to engage educational partners, manage data collection, analysis, and report writing in order to meet the necessary grant requirements. The development of the Comprehensive Needs Assessment Survey helped with this challenge; however, more needs to be done as far as collaboration among all educational partners.

To address this challenge, our team took a proactive approach by establishing internal working groups to interpret available guidance and make implementation decisions aligned with the grant's goals. We also sought peer collaboration by connecting with other grantees to share best practices and clarify ambiguities collectively. These informal networks provided valuable insight, but they were not a substitute for formal technical assistance or direction.

To better support grantees in the future, it would be helpful for the CCSPP program to provide:

- Ongoing collaboration and communication among all Community Schools
- On going coaching
- Clear timelines and deliverables for reporting and implementation milestones.
- More detailed examples or templates of successful program models to help guide planning and execution.

Overall, while we remain committed to the goals of the CCSPP program, increased structure, leadership, and targeted technical assistance would greatly enhance its success and sustainability.

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	Engaged with or expanded partnerships	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.)	No					
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					

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		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	No					
Parent Leadership Development and Opportunities	No					
Student Leadership Development and Opportunities	Yes				✓	✓
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)	No					
Home Visits	No					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					

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		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
PBIS or Other Schoolwide Positive Behavior Philosophy	No					
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	No					
Personalized Learning Plans	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	No					

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		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Insert additional rows to include your local supports, practices, etc.						