

School Site Name: California Elementary School
Community School Council Implementation Plan (CSCIP) for 2025-2026: Goals & Actions

Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year.

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	50.7%	39.7%	23.1%
Suspension Rate	2.2%	2.9%	0.5%
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 California Elementary is evolving. Based on the CHKS data, 80% of students felt supported by their teachers. Recent CHKS data shows that 52% of students now feel a part of the school community, and 54% believe that adults care about them—both slightly below state averages. However, 61% of students report feeling bored at school, and 35% frequently feel sad, highlighting the need for more emotionally responsive and stimulating school experiences. These findings underscore the importance of expanding social-emotional learning, trauma-informed practices, and enrichment programs to boost engagement. Chronic absenteeism, reflected in both

	attendance data and Dashboard findings, 23.1% chronic absenteeism, further emphasizes the need for relational strategies and a more engaging school culture.
Family Engagement	Family engagement is improving, with 71% of families feeling involved in their child's education, according to the Needs and Asset survey. CHKS data shows that 68% of students report their parents asking about school, indicating high levels of informal involvement. However, the Needs and Asset reveals that only 38.9% of families are interested in parenting classes, and low turnout at past workshops remains a challenge. Despite hosting 16 parent workshops, attendance averages only 4-6 parents per session. Families are seeking more opportunities for decision-making and access to resources, such as mental health support. LCAP data highlights parent engagement as a goal for family nights, parent meetings, workshops, and volunteer opportunities. The introduction of family recognition programs is a positive step toward building trust and fostering connection.
Staff Engagement	Staff engagement is generally strong, demonstrating a commitment to student success, but there are key concerns. Based on the Assets and Needs Assessment Survey, 29% of staff believe the school is effectively addressing non-academic barriers to learning, highlighting the need for more trauma-informed support and mental health resources. Many staff have expressed a desire for additional training and wellness programs. However, the Needs and Asset reveals, staff feel that collaboration among staff, families, and community partners is 34% strong and 65% neutral at our school. Staff believe that strategies to improve collaboration and shared decision-making include 30% regular staff and community meetings, 34% greater involvement of families in planning and decision-making, 26% improved communication, and 9% more leadership opportunities for teachers.
Community Engagement	Community engagement is currently limited. However, feedback from both staff and families in the Needs and Assets highlights a strong desire for increased partnerships with organizations that provide mental health services, enrichment programs, and after-school activities. CHKS results further emphasize student needs for emotional support, safety, and engaging experiences. In response, the school has set a goal to expand active community partnerships by May 2026, aiming to create a network of shared services that includes wellness fairs, after-school clubs, and support groups.

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 straightforward strategy to implement has been **Collective Priorities: Setting Goals and Taking Action**. This success is attributed to the principal and staff's collaborative spirit and openness to providing honest feedback. Implementation efforts are now aligned with shared goals. As the process evolves, the school has developed a comprehensive plan for a thorough needs and assets assessment. Utilizing the findings, California Elementary has established a shared leadership structure that prioritizes the topics, goals, and challenges that should form the initial focus areas for transformation.

The most challenging strategy to implement has been **Collective Leadership**. It has been difficult to ensure full participation of advisory council members in the monthly meetings due to work commitments, other responsibilities, and lack of coverage. Additionally, two parents from the advisory council dropped out, necessitating the recruitment of new members. However, the attendance at the May meeting showed significant improvement. We still need to focus on enhancing attendance at these meetings to facilitate effective collaboration and leadership.

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	The community at California Elementary School staff, families, and students—are becoming increasingly aware of the Community Schools model. We are collaborating to envision and develop our campus into a functional community school.	Understanding of the community schools' model is growing significantly among staff, families, and students, who now have a clear understanding that our school is officially a community school. After completing the Capacity-Building Progress Gauge: California Elementary stands in the engaging stage. Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, and throughout internal and external communication in both language English and Spanish that are responsive to the community. Resources are shared via social media, flyers, newsletters, and Parent Square.
Collective Priorities: Setting Goals and Taking Action	The school priorities are slowly developing, and goal setting is being discussed among the advisory council. Everyone is still navigating through the process.	The development of goals and priorities are reflected in the action plans and council discussions. Implementation efforts are now tied to shared goals. Stakeholders understand the goals and implementation process, and during the monthly council meetings, goals are reviewed, and ideas are shared to improve our community. As the process evolves, the school has formulated a comprehensive plan for a thorough needs and

		assets assessment and, utilizing the findings, California Elementary has shared leadership structure prioritizing the topics, goals, and/or challenges that should form the initial focus areas of transformation.
Collaborative Leadership	Leadership decisions are mostly made by administrators. Shared leadership structures and inclusive decision-making processes are not yet in place. In the process of building a relationship to identify current and potential student, staff, family and community leaders who could serve on emerging community school leadership teams.	Families and staff are actively participating in decision-making spaces like the Community School Advisory Council, and their input is shaping our programming. Together, we are developing programs and initiatives to advance our community school model. Interpretation and translation are made to ensure participation from diverse interest holders.
Coherence: Policy and Initiative Alignment	There is limited alignment between school initiatives, with programs often operating in silos without a shared strategy or clear connection to the Community School vision.	We are gradually making progress and have seen improvements in attendance, engagement, and school activities. Staff are beginning to collaborate on ideas for the next school year related to community schools. They are also helping spread the word by informing families about family activities, attendance, and potential stakeholders we could partner with. Attendance has been one of our major goals this school year, and we currently have four incentives to reward students and classes for their efforts to improve attendance across the school.
Staffing and Sustainability	The role and responsibilities of the Community Schools Site Specialist are unclear. Planning and gathering resources for the school site are slowly emerging.	Staffing roles are gradually emerging, and sustainability conversations are in the early stages. We have recently hired a Climate and Culture Specialist to support the Community Schools program. In the process of hiring a MTSS TOSA for next school year. Additional planning is needed to align positions and resources with long-term goals.
Strategic Community Partnerships	We have established formal community partnerships with key stakeholders. However, there is significant potential for growth, and we aim to expand our network by forming additional partnerships with other stakeholders.	We have successfully established numerous partnerships within our community. California Elementary and potential partners explored how both parties could contribute to and benefit from the community school process and have facilitated parent workshops. By collaborating with the Los Angeles Department of

		Mental Health, Care Solace, Adult Education, the American Heart Association, Pacific Clinics, and Schools First Federal Credit Union, we have initiated these collaborations to strengthen our school community and foster shared responsibilities.
Professional Learning	This is the inaugural year for community schools, and staff have yet to receive comprehensive training regarding community school operations.	We are progressively defining the roles within community schools. To develop a professional system that aligns with our school implementation plan, additional planning and training are required. We are currently focused on aligning professional learning with the community school strategy and enhancing professional development in areas where gaps exist.
Centering Community Based Learning	Currently, the concept of community-based learning within community schools remains unclear and has not yet been integrated into the classroom setting.	The concept of community-based learning is still not integrated with instructional time. Currently, the only implemented activities are family-oriented, aimed at increasing family engagement. All new and existing curricular resources and supports are vetted to ensure they address the learning needs of vulnerable students, English learners, and those with learning differences.
Progress Monitoring and Possibility Thinking	As this is the inaugural year for community schools, there is currently no data available to guide their development. Additionally, information is not being collected from staff, families, and students to inform the transformation of our school into a community school. California Elementary currently uses the data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), California Dashboard, and CHKS.	After conducting our Needs and Asset survey in December, we gathered valuable data from staff, families, and students. We revisited data/evaluation collection strategy to ensure that data being collected aligns with community-based vision emerging from needs and asset assessment and with the CCSPP requirements. Upon reviewing the results, we have begun to incorporate more family events, leading to increased parent engagement. We have distributed flyers advertising events, provided sign-up forms for participation, and recruited more parent volunteers.

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

			• Visioning exercises • Meetings and forums • Other: (Write in)	• 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 (To be completed at the end of the year)
Please provide a brief overview In the 2023-2024 school year, we plan to engage historically marginalized student and family groups through our Needs and Assets assessment process by utilizing the California Healthy Kids (CHK) Survey and the Local Control and Accountability Plan (LCAP). These tools will help us gather comprehensive data from diverse groups, including families or students from racially minoritized backgrounds, those experiencing homelessness (McKinney Vento), students in foster care, families and students with disabilities, low-income families, English learners, and newcomers. In partnership with the Equity and Access office and utilizing the Student Housing Questionnaire, we have been able to provide resources and reduce barriers for specific families. By analyzing the data collected through these surveys, we aim to identify specific needs and strengths within these communities. This will enable us to tailor our programs and initiatives to better support and engage these groups, ensuring that our community school efforts are inclusive and responsive to the unique challenges they face. Additionally, we will continue to foster open	Please provide a brief overview For the current school year, we used our Needs and Asset Survey to understand the specific needs of each group. This survey has been instrumental in the gradual development of our community schools' program. We conducted focus groups to discuss shared decision-making and held one-on-one discussions with staff, families, and students to identify our needs. Throughout this process, we have been mindful to include families and students from racially marginalized backgrounds, those experiencing homelessness (McKinney Vento), students in foster care, families and students with disabilities, low-income families, English learners, and newcomers. Engagement strategies enabled the school to gather valuable qualitative data that supplemented the quantitative survey findings. Utilizing these insights, the school will prioritize expanding outreach initiatives, enhancing communication, and providing continuous support to ensure the needs and assets of historically marginalized student and family groups are thoroughly

communication and collaboration with these families and students to create a supportive and equitable school environment.

evaluated and addressed, thereby promoting more equitable educational outcomes.

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)
Goal 1: Strengthen Family & Community Engagement By May 2026, family and community engagement will increase at California Elementary as evidenced by: 1. Increase the number of partnerships and collaborations with community and district organizations by a 20% 2. An increase in parent participation in workshops and events by a 50% 3. An increase in responses on parent engagement to help us measure what they like/dislike by a 10%	Based on the Asset and Needs Assessment Survey, staff at California Elementary identified several key strategies to enhance family involvement. The most significant recommendation, supported by 56.5% of staff, is to offer family workshops focused on student learning and development. This is followed by 21.7% of staff advocating for more volunteer opportunities for parents and guardians, and 13% suggesting more flexible parent-teacher meeting options. Students expressed that events such as movie nights and art workshops would encourage greater family engagement and provide opportunities for enjoyable family activities.

	Based on the Asset and Needs Assessment, parental involvement, 71.6% of parents reported feeling very involved in their child's education, while 27% felt they were only sometimes involved. Additionally, 35.1% of parents who currently do not volunteer expressed a desire to do so, and 25.7% indicated that they already volunteer regularly at the school.
Goal 2: Improve Student Academic Outcomes & Reduce Chronic Absenteeism By May 2026, student academic outcomes and reduce chronic absenteeism will increase at California Elementary as evidenced by: 1. Increase academic skills support, expand integrated support in math, reading and writing by a 10% 2. Decrease chronic absenteeism by a 10% 3. Increase student participation in during and after-school programs, including tutoring, enrichment activities, lunch-time events, and family gatherings, by 10%.	According to the California School Dashboard, California Elementary has a chronic absenteeism rate of 23.1%, reflecting a decrease of 16.7%. Among English Learners, the chronic absenteeism rate stands at 24.1%, with a decline of 17.9%. Students with disabilities have a chronic absenteeism rate of 30.6%, showing a reduction of 18.2%. The Asset and Needs Assessment Survey reveals that 30.4% of staff believe California Elementary School effectively addresses non-academic barriers to learning. This underscores the need for professional development in positive reinforcement strategies and early identification of chronic absenteeism. Additionally, 71.6% of families report feeling involved in their child's education, indicating potential for deeper engagement. Strengthening family connections to the school and emphasizing the critical link between consistent attendance and long-term success can significantly improve overall attendance rates.
Goal 3: Increase More After School Enrichment Programs & Wellness Services By May 2026, more after school enrichment programs and wellness services at California Elementary as evidenced by: 1. Increase mental health and wellness resources for students by a 20%	The Asset and Needs Assessment Survey indicates that 70.8% of parents desire more family fun nights. Additionally, 59.6% of students expressed interest in increased sports activities, while 57.9% would like more art programs. Among staff, 60.9% advocate for additional funding for staff and supplies, and 21.7% seek more partnerships with local programs.

2. Attain a 10% increase in participation in holistic health and mental wellness lessons, activities, and events (counselor-led workshops, community schools-led workshops and activities). 3. Realize a 20% increase in the overall sense of belonging among students, with at least 72% of students agreeing or strongly agreeing that they feel part of the school community, as measured by the California Healthy Kids Survey.	Furthermore, the survey reveals that 76% of parents believe their child's emotional and mental well-being is excellent. However, 43.5% of staff emphasize the need for on-site mental health counseling. While 62.3% of students report good mental health, 29.8% occasionally feel down. These insights highlight the importance of enhancing family engagement, expanding extracurricular activities, securing additional resources, and addressing mental health needs to foster a supportive and thriving school environment.
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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: Strengthen Family & 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)
Goal 1: Strengthen Family & Community Engagement 1. Increase parent participation in workshop events.	1. Sign sheets	1. We had 6-8 parents attend for the parent workshops for the 2024 - 2025 school year	1. We had 6-8 parents participate in the workshops in the 204-2025 school year	1. By the end of May 2026, the goal is to increase parent participation by 50%

2. Feedback Collection: Address the needs of the parents with the workshops and see if these are strategic to them	2. a. Focus Groups: Conduct small group discussions to gather in-depth insights for them to provide feedback. Increase positive response in the CHKS survey and in other surveys	2. Will collected qualitative data	2. None	2. By May 2026, we want to collect qualitative data that reflects positive feedback from 60% of attendees.
3. Monitor the number of Active Strategic Partnerships and Community Organization	3. a. Conduct surveys to ensure the quality of services provided. b. Maintain a comprehensive inventory of all active partnerships and collaborations, detailing the types of support services and opportunities provided.	3. a. 0% data, to be collected b. California Elementary Community Partners at the moment are 10	3. 7 new community partners and collaborations	3. By May 2026, we want to increase our partnerships by 40%

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
1. Enhance Communication Channels	1. Establish regular and transparent communication with families through	- Principal - CS Specialist - Culture and Climate Interventionist	1. To start in August of 2025, and track through May 2026

	newsletters, emails, and social media. Create a dedicated portal for parents to access school updates, resources, and event information. Set up A-signs by the sidewalk as the parents drive up they are visible to them.		
2. Promote Family Involvement in School Activities	2. Organize family-oriented events such as workshops, fun nights, and volunteer opportunities. Collaborate with PTO and Del Haven (After-school program) host monthly family events.	• Principal • CS Specialist • PTO • Culture and Climate Interventionist • Del Haven (After-school program)	2. To start in August 2025, and track attendance throughout the school year until May 2026.
3. Build Community Partnerships	3. Collaborate with local organizations, businesses, and community leaders to support school programs and initiatives by 40%.	• Principal • CS Specialist • Culture and Climate Interventionist • PTO • Del Haven (After-school program).	3. To start in August 2025, and continue through May 2026.

SMART Goal 2 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)
Goal 2: Improve student academic outcomes 1. Attendance: Monitor the chronic absenteeism rates	1. Monitor the number of absences using Aeries Analytics and the CA Dashboard, aiming for a 30% decrease in chronic absences. Data-Driven Strategies: Use data to identify patterns and root causes of absenteeism.	1. California Dashboard 2024: Chronically Absent: 23.1%, English Learners 24.1%, Students with Disabilities 30.6%	1. For the 2024-2025 school we had four incentives in place for attendance. We had the class with the highest percentage rate, weekly check ins with chronic absenteeism, monthly attendance, and California Banner.	1. The goal by May 2026, is to decrease our number of chronically absence by 10%
2. Monitor student academic progress: Using MAP scores and the CA Dashboard. Aim for a 10% increase in both ELA and Math CAASPP scores as measured by the CA Dashboard	2. Collect and analyze baseline MAP scores and CA Dashboard data for ELA and Math CAASPP scores.	2. California Dashboard 2023: Academic Performance all students: Math 53.6% below standard, English Learners 61.5% making progress	2. California Dashboard 2024: Academic Performance all students: Math 40.7% below standard, English Learners 51.2% making progress	2. The goal by May 2026, is to increase the ELA and Math proficiency rates by 10% as indicated by CAASPP scores

3. Monitor student participation in academic intervention and enrichment programs.	3. Diagnostic Assessments: Pre-assessments that determine students' existing knowledge and skills. Monitor attendance throughout the year using sign-in sheets or digital systems, and conduct periodic reviews to track progress. Gather feedback from students, parents, and facilitators to understand participation trends and make necessary adjustments.	3. 0% data collected for 2023-2024 school year	3. On average a total of 6-7 students attend after school at California Elementary	3. The goal by May 2026, is to have a 10% increase in student participation in academic intervention and enrichment programs.
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
1. Address Barriers to Attendance and Incentive Program	1. Continuously monitor attendance data and provide feedback to students, parents, and staff. Regular	- Principal - CS Specialist - Teachers - PTO - MTSS TOSA	1. To start in August 2025, and goal is to increase our attendance by 20% and increasing each school year with certain modifications if needed

	reports can help track progress and identify areas needing improvement. Implement a school wide attendance incentives such as the class with the highest percentage rate for the month, monthly attendance rewards for those students with one or zero absences in each month, students that have shown improvement in their attendance for previous month, and class competition of who colors the California banner before the deadline will be rewarded.	• Culture & Climate Interventionist • Counselor	
2. Promote Extracurricular Activities and improve participation in intervention, and enrichment programs	2. Encourage participation in sports, arts, and other extracurricular activities to increase student engagement and connection to	• Principal • CS Specialist • PTO • Del Haven • Culture & Climate Interventionist	2. To start September 2025, our goal is to increase more family activities, parent workshops, lunch activities, and after school enrichment programs by 15%

	the school. These activities can make school more enjoyable and meaningful for students. Collaborate with local organizations and programs to provide additional support and resources for students and families. Partnerships can offer services such as health care, counseling, and after-school program		
3. Academic Progress and Intervention	3. Provide interventions such as mentoring, counseling, and academic support to address issues before they escalate.	• Principal • MTSS TOSA • Math Intervention • ELD Intervention • ELA Intervention	3. To start September 2025, and continue throughout each school year

SMART Goal 3: Increase after-school enrichment programs & wellness services

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Goal 3: Increase after-school enrichment programs & wellness services 1. Organize Wellness Events	1. a. Organize wellness workshops. b. Organize a wellness event with complimentary health screenings, nutrition workshops, and access to community resources.	1. a. We had 5 parent wellness workshops b. 0	1. 5 b. 0	1. Goal is to increase to 7-8 parent wellness workshops by May 2026 b. The goal is by May 2026, to have one event school wide
2. Wellness Services	2. Track the utilization of wellness services, including counseling, wellness room, and fitness programs	2. Based on the Needs and Asset, 76% of the parents felt that their child's emotional and mental well-being was excellent. 43.5% of staff felt that mental health counseling is much needed on-site. 62.3% of students felt their mental health was well, while 29.8% are sometimes feeling down.	2. Based on the Needs and Asset, 76% of the parents felt that their child's emotional and mental well-being was excellent. 43.5% of staff felt that mental health counseling is much needed on-site. 62.3% of students felt their mental health was well, while 29.8% are sometimes feeling down.	2. By May 2026, Increase parents' perceptions of emotional wellness by 10%. Decrease staff perceptions of mental health support by 10%. Decrease students' perceptions by 10% in need of mental health.
3. Wellness Room	3. Create a student wellness room.	3. 0% data collected	3. 0% data collected	3. By the end of February 2026, the goal is to have the wellness room up and running

4. Sense of Belonging	4. a. Work with Western Justice Center to introduce restorative practices by launching student-led peer mediation programs and expanding conflict resolution education. b. Lunch Activities	4. a. According to the CHKS survey, 48% of students feel lonely, and 29% didn't know what to do or how to ask for help. b. Collect participation data	4. a. For 2024-2025 school year, we started incorporating more lunch activities to allow students to come together and have a great time during lunch. b. 0	4. a. By the end of May 2026, our goal is to have a 15% increase in the overall sense of belonging among students b. By the end of May 2026, to get cordially feedback from students with lunch activities

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
1. Expand Mental Health Support	1. Increase access to on-site counselors and mental health professionals.	- Principal - CS Specialist - Counselor	1. By May 2026, our goal is to have a full-time counselor on site to support with our 340 population of students
2. Promote Physical Activity and Foster a Positive School Climate	2. To offer a variety of activities for students to participate	- Principal - CS Specialist - Culture and Climate Interventionist	2. By May 2026, our goal is to have at least three activities each week during lunch. As well creating a walking club and a community garden club.
3. Engage Families in Wellness Initiative	3. Involve parents and guardians in wellness programs, workshops, and activities by allowing	- Principal - CS Specialist - Culture and Climate Interventionist - PTO - Del Haven	3. By May 2026, to increase our parent participation by a 20% in our school activities and events

	them to volunteer and support		
4. Increase SEL	4. a.Track use of school Character Trait videos sent out weekly to teachers to share with their class b. Work to align the character trait with the second step.	• CS Specialists • Culture and Climate Interventionist • Counselor • CS Specialists • Culture and Climate Interventionist • Counselor	4. a. By May 2026, increase SEL teacher participation in character trait videos and the second step by 40% b. By September of 2025, to have the counselor align second step and character traits

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.

The initial implementation of the Community Schools framework was akin to navigating a rollercoaster, as we endeavored to understand our roles. Our responsibilities were not clearly defined, and we often found ourselves independently trying to determine our functions each day. This ambiguity made it challenging to explain our roles as Community Schools site specialists to staff and families. Despite asking questions, the answers were sometimes unclear. The absence of established guidelines further complicated our efforts.

Another challenge we faced was embarking on this journey and integrating the four pillars and nine capacity-building strategies. Understanding the significance of each element and how our community school program would revolve around these critical components was essential. Each cornerstone commitment will help us develop our blueprint to establish the community school at California Elementary School.

Despite the challenges we faced this school year in defining our roles as Community Schools site specialists, we achieved significant successes. Conducting our Needs and Asset survey provided a clearer understanding of the needs and expectations of our staff, families, and students. The feedback we received was invaluable in helping us support, incorporate, and work towards addressing these concerns and goals. To date, we have conducted 16 workshops, family events, staff mental wellness workshops, and increased family engagement. We will continue to partner with CHP, Adult Ed, Pacific Clinics, Los Angeles Mental Health, and Schools First for the next school year. A significant advantage was collaborating with other community school members within and outside our district to exchange ideas and bring those insights back to our school.

Moving forward with the Community Schools program, we intend to focus on incorporating tutoring, enrichment programs, parent workshops, improving attendance rates, increasing family engagement, and fostering a cohesive community among staff, families, and students. Our next step is to understand the initiatives teachers have been implementing in their classrooms and integrate them into the Community Schools framework. Additionally, we will continue to collaborate with our culture and climate intervention team to ensure increased community outreach for the upcoming school year.

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 2023- 2024 school year
 - Check the box in column D if training or professional development in that area occurred during the 2023- 2024 school year
 - Check the box in column E if you expanded your capacity to offer the support during the 2023- 2024 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)	Yes	✓				
Mental health Screening and Services	Yes	✓	✓		✓	✓
Nutrition Services and Support	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	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
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)	Yes	✓	✓		✓	✓
After School (times/services)	Yes	✓	✓		✓	✓
Summer Programs	Yes	✓			✓	✓
During School (learning pathways, differentiated instruction, lab times, etc.)	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	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Teacher Leadership Development and Opportunities	Yes	✓			✓	
Parent Leadership Development and Opportunities	Yes	✓			✓	✓
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)	Yes	✓			✓	✓
Home Visits	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	Engaged with or expanded partnerships	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.)	Yes	✓				
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	✓				
Project-Based Learning	Yes	✓				
Culturally-Sustaining Pedagogy	Yes	✓				
Community-Based Curriculum and Pedagogy	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	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Personalized Learning Plans	Yes	✓				
Performance Assessments (e.g., capstones, portfolios, etc.)	Yes	✓				
Advisory System (advisor roles, classes, curriculum, etc.)	Yes	✓				✓
Insert additional rows to include your local supports, practices, etc.						