

Implementation Plan (2025-2026)

Wing Lane 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	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Chronic Absenteeism Rate	42.4%	35.8%	20.1%
Suspension Rate	0%	0%	0%
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	According to the 23/24 CalSCHLS School Climate Report Card, 51% of 5th grade respondents reported that they had "Meaningful Participation" at Wing Lane, and 79% of 5th grade respondents reported high "School Connectedness." According to Needs Assessment data, students would like to have more programs available that include sports, art, and music. With the addition of the current enrichment programs, as well as other factors, chronic absenteeism has declined over the past three years.
Family Engagement	Family engagement at Wing Lane is high in some areas and still developing in others. Families have many opportunities to attend events at Wing Lane, such as, Boosters-sponsored dances, Donuts with Dad Figures, and Trunk or Treat. Families are also invited to sign up to volunteer at Wing Lane, attend awards assemblies, Back to School

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	<p>Night, and Open House. According to the 23/24 CalSCHLS School Climate Report Card, 83% of 5th grade respondents reported that they feel that their parents are involved in their schooling. Wing Lane Needs Assessment Survey data also showed that parents want additional engagement events and activities, with 65.5% of respondents requesting Family Fun Nights. There is a need for more families to be involved in site decision-making committees, such as, School Site Council (SSC), ELAC, and the Community School Advisory Council. Needs Assessment Survey data also revealed that families would like access to workshops, such as, how to support their child with homework, ESL, and training on technology. We anticipate more family participation as trust and connectedness is built through parent-school partnerships, and as more resources are available to families.</p>
Staff Engagement	<p>Staff engagement has been a strength at Wing Lane for a number of years. Through reconfiguration, Wing Lane has new staff members who have been a great addition to the school community. According to the 23/24 California School Staff Survey, 77% of the Wing Lane staff “strongly agree” that school staff take parents’ concerns seriously, while 23% “agree.” 77% of Wing Lane staff also “strongly agree” that adults at this school have close professional relationships with one another, support and treat each other with respect, and 82% “strongly agree” that they feel a responsibility to improve Wing Lane. A majority of staff members go above and beyond their daily responsibilities by participating in enrichment programs, such as coaching Science Olympiad and Basketball. A number of staff members are also members of the Leadership Team, SSC, Social Committee, and Community Schools Advisory Council. 62.5% of staff responded that collaboration among staff, families, and community partners is strong. Overall, the staff and Wing Lane are highly dedicated individuals who care deeply about students, families, and one another.</p>
Community Engagement	<p>Community engagement is a target area for Wing Lane. We will continue to reach out to local businesses and organizations to form partnerships. Wing Lane needs additional mental health services, academic support, and resources to help our McKinney-Vento and Foster students and families. Wing Lane hopes to partner with local organizations to provide families with a Wellness/Family Resource Room where families will be provided with information about these organizations and the services they can provide to the families. The goal is to build sustainable partnerships to ensure that Wing Lane can continue as a Community School for years to come.</p>

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 team’s overall progress in the nine capacity-building strategies is moving in a positive direction, but more needs to be done to ensure sustainability and buy-in. It has been challenging to move things along at a faster pace due to the Community School Specialist being placed after the school year had already begun. There are also challenges with limited staffing and resources after Wing Lane had an influx of students after reconfiguration at the end of the 23/24 school year. The most difficult strategy to achieve has been Centering Community-Based Learning. This has been the most difficult to achieve because of the lack of time needed to

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provide guidance and training to staff. The staff has shown a positive mindset and willingness to learn more about integrating culturally relevant lessons, but access to resources and time to develop lessons remains a barrier. We are currently in the visioning stage, but with additional planning over the summer, there will be time dedicated to lesson planning.

The easiest strategy to achieve has been Collective Priorities: Setting Goals and Taking Action. The reason that this strategy has been the easiest to implement is due to the willingness of the Wing Lane staff and the principal to work collaboratively and share honest feedback. When looking at the Needs Assessment data and analyzing the common themes that developed from the data, there was already a natural alignment of what stakeholders would like to see happen at Wing Lane. The responses were overwhelmingly positive and revealed that most stakeholders want to work together and form partnerships to support students. Next steps will be more outreach and incentives offered to families so that they join our shared decision-making councils. We need the family engagement in these conversations to make the best decisions for Wing Lane.

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	At Wing Lane, decision-making is collaborative and involves input from various stakeholders. Introducing the Community School model is a delicate process, as change is always a concern. Stakeholders include School Site Council members, English Learner Advisory Committee, Classified and Certificated Staff Members, Student Council, and Parent Boosters Organization. Initial presentations have to be given in order to generate feedback and questions regarding Community Schools.	The Community Schools Model and the benefits of becoming a Community School has been communicated to stakeholders. The true impact of what becoming a Community School means to the school community is still being determined as new ideas are being generated during conversations with stakeholders and during advisory meetings. The families, staff, and 3rd through 5th grade students were surveyed to gather data regarding what needs each group feels are most important. Various methods of communication have been used to share important messages and updates regarding Community Schools. This includes ParentSquare, email, teacher communication apps, paper versions, and via Instagram. We also send monthly and community school newsletters every other month. We recognize that our school is currently in the Visioning Phase for the Shared Understanding and Commitment Capacity Building Strategy.
Collective Priorities: Setting Goals and Taking Action	We are in the Visionary stage of implementing the Community Schools Model at Wing Lane. Initial surveys were sent out electronically, discussions were held with the staff	The goal of forming a Community School Advisory Council was to include a diverse group of individuals who are members of different stakeholder groups, such as multilingual

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	<p>and 4th/5th grade students to gather their input. Information from the prior CHKS data, Northwest Evaluation Association (NWEA) data, CAASPP data, SPSA, and CA Dashboard have been reviewed and discussed during shared-decision making meetings and the formation of a Community Schools Advisory Council has begun.</p>	<p>parents/guardians, classified staff, and community members, to ensure the CSAC reflects the diversity of the school community. We used the data from the Asset and Needs Assessment Survey, as well as discussions in our site committees, to determine our collective priorities and goals. We also reviewed the alignment of the LCAP, SPSA, and Community School goals to determine how to move forward with achieving our goals.</p> <p>We have found an overlap of members in both the School Site Council and the Community School Advisory Council (CSAC). We would like to recruit additional members for CSAC for the 24/25 school year so that there is a larger group of individuals to generate ideas and provide feedback. It has been challenging to take action on many of the needs at Wing Lane due to the lack of participation in shared decision-making committees. Efforts to connect our identified goals to future actions are currently being discussed and will continue to be developed over the summer break. We recognize that we are transitioning from the Visioning Phase to the Engaging Phase for the Collective Priorities: Setting Goals and Taking Action, Capacity Building Strategy.</p>
Collaborative Leadership	<p>Many of the initial decisions made at Wing Lane are discussed and decided on by the Leadership team, staff and principal. As the school year continues on, SSC, ELAC, and Parent Boosters will be included in the decision-making process. Eventually, those decisions will also include more student input and the Community School Advisory Council feedback.</p>	<p>As stated under Collective Priorities, our goal is to increase parent/family and community engagement so that additional members of our committees and councils can take on leadership roles. Delegating initiatives and events to different individuals will allow for more to be achieved, as well as, build trust, create shared accountability, and maximizes the use of available time. Collaborative Leadership also puts into action the input and feedback gathered from the Needs Assessment Survey and discussions. Stakeholders' opinions are being used as a guide for influencing what programs and resources are needed at Wing Lane. We value the opinions and suggestions of our committee members and stakeholders. The feedback gathered from survey data was shared with our School Site Council and Community School Advisory Council and was included in the SPSA. Our SSC and ELAC committees are expanding to include more parent</p>

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		<p>representatives, and a Community School Advisory Council has been formed and meetings have been held. We recognize that we are transitioning from the Visioning Phase to the Engaging Phase for the Collaborative Leadership Capacity Building Strategy.</p>
<p>Coherence: Policy and Initiative Alignment</p>	<p>Alignment of the LCAP, SPSA, and Community School initial Implementation plan needs to be done in order to identify goals and priorities. Alignment can be initiated by analyzing data from various sources (surveys, discussions, needs assessments, etc.). Goals and priorities should be focused on student outcomes, programs, resource allocation, and current curriculum. Budgetary implications, staffing availability, communication, and plan development are all critical to the alignment of the LCAP, SPSA, and CSIP. Ongoing monitoring and assessment of progress are important for creating a culture of continuous improvement and to identify areas that need adjusting.</p>	<p>Progress has been made to align the priorities and goals at Wing Lane. Identified goals include increasing mental health services, access to additional academic interventions, and family engagement opportunities. Through data analysis, student enrichment and family engagement came up frequently. When looking at the school budget and allocation of funds, we met as a staff, and with Leadership and CSAC, to see what programs were most beneficial to student achievement and school climate, and what we could change that could free up additional funding. Attendance was also addressed by checking in with chronically absent students and students who had good attendance were invited to a dance. Through discussions with staff, attendance was a high priority because it has a direct impact on student achievement.</p> <p>The SPSA reflects that mental health services, tutoring and enrichment opportunities, family partnerships and engagement, and addressing chronic absenteeism are priorities that align with our Community Schools Implementation Plan. We recognize that we are transitioning from the Visioning Phase to the Engaging Phase for the Coherence: Policy and Initiative Alignment Capacity Building Strategy.</p>
<p>Staffing and Sustainability</p>	<p>The goals for staffing are to hire academic and behavioral interventionists, a full-time counselor and school psychologist, and Community Specialist. This requires the development of job descriptions, posting the positions after HR approval, interviewing and hiring. The position should be</p>	<p>An academic interventionist was hired in March 2025. Based on the staffing meeting that the principal had in April, staffing remains the same and the academic interventionist that was hired this school year, will remain for the 25/26 school year. Additional information will be given to staff, regarding grade-level</p>

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	sustainable and a funding source will need to be established if not identified already.	assignments and extracurricular coach assignment availability, as soon as final enrollment numbers are established.
Strategic Community Partnerships	A few students are currently attending sessions with ENKI therapists on-site. We have a partnership with Del Haven and the after school program. Del Haven also sponsors a number of our families for Thanksgiving and Christmas to provide gifts and holiday meals. Conga Kids guides our 4th and 5th graders as they learn cultural dances.	The same partnerships that were already established are still in place and will continue through the 24/25 school year. The goal is to partner with HLPUSD Adult Education to provide family workshops during the 24/25 school year. A meeting was held this school year to discuss how this could be accomplished. Communication with the Department of Public Health and other organizations is ongoing and will continue through the summer. We have also partnered with Modern Woodmen of America. This organization has sponsored families during Thanksgiving by providing holiday baskets to our low-income, foster, and military families.
Professional Learning	There has been limited professional development in the area of Community Schools. Targeted training on trauma-informed practices, integration of Ethnic Studies lessons, SEL and mindfulness practices are also part of the long-term implementation goals.	Further professional development in the area of Community Schools is still needed, but teachers were given an overview of the Community School Pillars and the role of the Community School Site Specialist. Additional staff members still need to attend training so they are aware of the resources that are and will be available. Training in trauma-informed practices, mindfulness practices and social emotional learning, aligns with the school priority of increasing mental health support and will increase tier 1 strategies. Integration of Ethnic Studies lessons supports Culturally Relevant practices, improving school climate and supporting historically marginalized students.
Centering Community Based Learning	Integration of Community-Based Learning has not been a focus at Wing Lane. There is a need to educate staff, families, and community members on the 4 Pillars of Community Schools through informational handouts, community meetings, Leadership meetings, SSC, and	Although there have been presentations and discussions regarding Community Schools and Community-Based Learning, more resources, support, and conversations need to be had moving forward. Families and staff are interested in learning more about how to integrate Community Based Learning, but more support is necessary. Modeling lessons will be important as we move forward with our next steps of implementation. Teachers

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	through the creation of a Community School Advisory Council.	have requested additional planning time, ideas and training to support community-based projects in the classroom, and resources to bring the projects to fruition.
Progress Monitoring and Possibility Thinking	There is currently no system in place to monitor progress of Community School Initiatives. A system for data collection and analysis will need to be created in order to effectively evaluate needs and next steps.	Collaborative conversations have been had with the creation of the Community Schools Advisory Council, along with SSC and Leadership. Through the creation of the Community Schools Needs Assessment Surveys, data has been gathered from stakeholder groups that include families, staff, and 3rd-5th grade students. Possibility Thinking is evident when analyzing the data. Families, staff, and students seem to be relatively aligned in their needs and wants for Wing Lane. The goal is to use the data to provide opportunities for parent and community engagement. We will share our data findings and priorities with the school community via our school website, ParentSquare, and a family meeting in Fall 2025.

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	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)

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Educators	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)
Classified staff	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)
Students	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys (3rd-5th Grade) One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)
Family members	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)
Community members	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> 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)
<p>Please provide a brief overview</p> <p>The largest groups of historically marginalized students and families have been identified as our families experiencing homelessness (McKinney Vento), and our students in foster care. We have used the</p>	<p>Please provide a brief overview.</p> <p>We have continued to support our historically marginalized groups that were identified at the beginning of the school year, but with the development of the Needs Assessment Surveys, we are able to get</p>

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Student Housing Questionnaire, family disclosure, and other data sources to assist in the identification process. In partnership with our HLPUSD Equity and Access office, we have had the ability to provide essential resources for our most vulnerable students. With the guidance of the Equity and Access Liaison, we have been able to reduce some of the barriers that these students and families face, such as being able to immediately enroll students in school regardless of their lack of address or documentation. Many of these families have been given information regarding food resources, have access to mental health supports, are frequently checked in on, and can be provided with basic need items. We value these families' trust in us, and we try to work in partnership with families to help their children succeed academically.

We also have a number of students who come from low-income households, students who are English language learners, and students with disabilities. This school year has also had a larger than usual number of newcomer students enroll. We want to establish a better system to communicate with these families and support the students as they navigate learning in a new environment. All historically marginalized groups need to have a universal system of support that will address their academic, behavioral, and social-emotional needs by creating a culture of inclusivity.

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 and parent workshops.

Collecting and analyzing this data provides a better understanding of the concerns, priorities, and suggestions that students and families have regarding school programs, partnerships, and areas that may be lacking. We have continued to work with the HLPUSD Equity and Access Office to provide available resources and guidance to our families. We aim to continue building trust and open communication with all stakeholders by showing our commitment to using their feedback as part of the decision making process at Wing Lane.

We plan on expanding our programs and ensuring that we are identifying all of our marginalized students. We know that there are sub-groups that have yet to be reached due to lack of awareness. Our next steps are to create intentional spaces that are used for education, wellness, and resources that families can access and feel welcomed in an inclusive environment.

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.*

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Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
<p>Goal 1: Strengthen Family and Community Involvement and Engagement</p> <p>By May 2026, family and community engagement will increase at Wing Lane Elementary School as evidence by:</p> <ol style="list-style-type: none"> 1. A 10% increase in school sponsored events and participation. 2. Participation in parent workshops by creating partnerships with organizations that provide workshops (e.g. HLPUSD Adult Ed) 3. Establish three new community partnerships. 	<p>According to the Comprehensive Needs Assessment survey, data showed that parents want additional engagement events and activities, with 65.5% of respondents requesting Family Fun Nights. 87.5% of staff respondents stated that there is a need for parent workshops on student learning and development. The data suggests that there should be a balance between entertainment related events to increase family and community involvement, as well as educational workshops that will help families support their child academically.</p> <p>More families need to be involved in site decision-making committees, such as the School Site Council (SSC), ELAC, and the Community School Advisory Council. Needs Assessment Survey data also revealed that families would like access to workshops on how to support their child with homework, ESL, and technology training.</p> <p>Family and community involvement and engagement plays a critical role in improving attendance rates, academic achievement, and focuses attention on the development of the Whole-Child. Students need to feel that they are valued, that their culture is celebrated, and that their voices are heard. It is necessary to build partnerships that are sustainable and aligned with the data gathered in the Needs Assessment and the goals developed by the CCAC. We want to create a more inclusive school environment and culture where families feel empowered and valued as they navigate through their child's elementary school years.</p>
<p>Goal 2: Increase Academic Support and Tutoring</p> <p>By May 2026, additional academic enrichment and intervention services will be</p>	<p>The Comprehensive Needs Assessment survey highlights that students, staff and families all agree that there is a need to increase available academic support and/or tutoring at Wing Lane. It is imperative to partner with organizations that help support student success and provide academic</p>

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provided at Wing Lane Elementary as evidence by:

1. A 10% increase in students receiving academic support by the academic interventionist and/or tutoring services.
2. A 10% decrease in families requesting additional academic support for their student(s).

interventions, tutoring, and academic enrichment. All respondents surveyed stated that there is a need for academic support in Reading, Writing, and Math.

Although chronic absenteeism has decreased steadily over the past three years, there is still a need to address chronic absenteeism. Chronic absenteeism has a direct impact on the academic success of students who are not attending school regularly. It is important to stress the importance of attendance to families on a regular basis and to begin this messaging from the time students enter school in TK/K. Early academic interventions are important because they address academic delays and gaps as they begin to occur.

Goal 3. Social-Emotional/Mental Health Support

By May 2026, social-emotional and mental health support will increase at Wing Lane as evidenced by:

1. A 10% increase of SEL lessons/activities throughout the school year.
2. A 10% decrease of students identified as "at-risk" on the Universal Screener.
3. A 10% increase of mental health referrals and/or interventions.
4. A 10% decrease of 5th grade students responding "No" to the question "Do you know who to get help from at school when you feel sad, stressed, lonely, or depressed," on the California Healthy Kids Survey.

The Comprehensive Needs Assessment survey highlights that there is a need for social-emotional programs, with 76.4% of households responding that they would like more SEL programs for their child to participate in. Staff emphasize the importance of early intervention and better systems to identify and support students facing non-academic barriers such as mental health challenges. The staff feel that on-site counseling services are a high need at 70.8%.

Some students suggested that they do not feel that they are a part of the school and that their culture is not celebrated. Due to these responses, there is a need to ensure that students are feeling that they are important and valued. Counseling referrals and requests to speak with the counselor have increased this school year. With limited resources and the counselor only being on-site three days a week, partnerships with outside mental health organizations and education to reduce the stigma that is sometimes associated with seeking out therapy is essential.

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 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

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SMART Goal 1

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)
Total number of participants in workshops.	Sign-In Sheets: Document the number of participants at workshops offered by collecting sign-in sheets.	0%	0%	TBD
Total number of participants at school sponsored events.	Survey Data: Analyze data of requests for workshops and school event requests.	Comprehensive Needs Assessment Survey (Request for workshops and school events): 47.3%	Comprehensive Needs Assessment Survey (Request for workshops and school events): 47.3%	Comprehensive Needs Assessment Survey (Request for workshops and school events): 37.3%- 10% decline in requests for workshops
	Tickets Sales and RSVPs: Document the amount of tickets sold for a school event and families RSVPing for a school event.	0%	Families who purchased Sweethearts Dance tickets: 43%	Families who will purchase Sweethearts Dance tickets: Increase of 10% (53%)
Establish community partnerships.	Community Partnership Reports: Assess what partnerships have been formed and the impact these partnerships have had on students, families, and staff.	0%	0%	Increase to 3 community partnerships

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
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Parent/Family Workshops	Implement monthly parent workshops aligned to the Comprehensive Needs Assessment data and topic requests gathered through additional surveys.	Community School Site Specialist HLPUSD Adult Education Partnership School Counselor ENKI	Schedule the first workshop for September 2025 , proceed with monthly workshops, and evaluate the impact in May 2026 .
Parent Engagement Resource Room	Developed the Parent Resource Center that offers parent workshops and access to resources and information on external organizations.	Partnerships with local agencies Community School Site Specialist Principal School Counselor	Begin setting up the resource room space (part of the library) by June 2025 . Have the grand opening of the resource room by September 2025 .
Parent Volunteer Recognition Celebration	Have an end of the year celebration for parent/family volunteers to acknowledge their value and our appreciation of them.	Community School Site Specialist Principal	Hold the celebration in April 2026 .
Bi-Monthly Family Engagement Nights	Hold bi-monthly family engagement events, such as, family nights, literacy and math nights, and art nights.	Community School Site Specialist Administrator Leadership Team Teacher Volunteers School Staff Support	Begin bi-monthly family engagement nights in September 2025 through April 2026 . Evaluate the amount of participation in May 2026 .

SMART Goal 2

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)
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Total number of students receiving after school tutoring services.	Report of the total number of participants by teachers providing after school tutoring.	Teachers Reported 11.9% (45 students)	Teachers Reported 11.9% (45 students)	10% increase of students receiving after school tutoring services. (At least 12.9% of the student population)
Total number of students attending academic intervention.	Report of total number of participants by academic interventionists.	Academic Intervention Reported 12.7% (48 students) *Academic Interventionist started in late March	Academic Intervention Reported 12.7% (48 students) *Academic Interventionist started in late March	10% increase of students receiving after school tutoring services. (58 students)
Partnership with an outside organization that can provide additional academic support.	Report of total number of participants by outside organization.	0%	0%	At least 1 partnership with an outside organization

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
After school tutoring in individual teachers' classrooms two days a week.	Teachers will use 24/25 academic data (MAP scores, running records, CAASPP scores, etc.) to determine which students should participate in after-school tutoring. Teacher will ask for parent/guardian consent.	Teachers	Work with teachers to establish what students will be attending after school tutoring and collect academic data (MAP scores, CAASPP data, etc.) beginning September 2025 , proceed with monthly data review, and evaluate the impact in May 2026 .
Student(s) pull out for academic intervention during the school day two days a week.	The academic interventionist will use 24/25 academic data (MAP scores, running records, CAASPP scores, etc.) to determine which students should participate in after-school tutoring, along with teacher	Academic Interventionist	Work with academic intervention to establish what students will be attending after school tutoring and collect academic data (MAP scores, CAASPP data, etc.) beginning September 2025 , proceed with monthly data review, and evaluate the impact in May 2026 .

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	recommendations.		
Partnership to provide on-site tutoring support.	Seek out partnerships with local high schools, colleges, or organizations to provide on site tutoring support to students during and after school. Can be virtual or in person. Individual or group.	Partner Organization	TBD

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Increase participation in Social Emotional lessons and activities in the classroom and school-wide. Use Second Step curriculum and other supplemental resources.	Track how many students were present the day of the lesson/activity.	1 lesson per month (total of 10 lessons)	1 lesson per month (total of 10 lessons)	Increase of 2 lessons per month, the second being a refresher.
Bi-monthly social-emotional assemblies.	Track how many students were present on the day of the lesson/activity.	0%	0%	Increase to 1 assembly every other month.
Integrate PBIS expectations and rotations.	Track behavior incident data.	1 time a year in August	1 time a year in August	At least two PBIS rotations per school year in August and January.
Partner with a mental health agency/organization.	Track referrals to mental health agencies with current MOU's and newly	13 referrals (3-Foothill Family, 7-Enki, 3- Pacific Clinics) 3.4% of the student	13 referrals (3-Foothill Family, 7-Enki, 3- Pacific Clinics) 3.4% of the student	10% increase in referrals to external mental health agencies. (Increase to at least

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	formed partnerships.	population.	population.	13.4% of the student population.
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Second Step curriculum has not been used for SEL lessons. Begin to use Second Step curriculum and other supplemental resources for SEL lessons and activities with fidelity.	Monthly social emotional themes connected to lessons (i.e. empathy, patience, manners, etc.). Connect to mental health themes and topics.	Community School Specialist School Counselor Teachers	Begin tracking lessons and activities, as well as behavioral and mental health referral data in late August 2025 , analyze the data and determine the effectiveness of the lessons and activities in May 2026 .
Have bi-monthly assemblies with a focus on SEL and mental health topics.	Bi-monthly SEL/mental health assemblies will be developed to educate students and/or families about a variety of mental health and SEL topics. Students and/or families will be given resources to address different areas that are relevant to elementary school students (i.e. positive friendships, perseverance, anxiety, helping others, etc.).	Community School Specialist School Counselor Principal	Begin bi-monthly assemblies in September 2025 , send out a feedback survey to those in attendance, in April 2026 , review impact in May 2026 .
Integrate and review PBIS strategies formally twice a year and have visuals and reminders daily.	Bring back the formal PBIS rotations twice yearly to remind students about the school expectations, referring back to them on a consistent basis. Embed the expectations into daily activities on campus (i.e. during lunch, in front of the	Community School Specialist Principal Staff Teachers	Begin rotations in August 2025 and look at behavioral and mental health data from the prior school year, review PBIS expectations in January 2026 , analyze behavioral and mental health data in May 2026 to determine the impact of the PBIS rotations on students' mental and behavior referrals.

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	school, in the office, on the playground, etc.).		
Develop new partnerships with mental health organizations.	Begin seeking out partnerships with external mental health agencies/organizations to bring in additional resources for students and families. Develop stronger relationships with current mental health agencies with MOU's.	Community School Specialist Mental Health Agencies School Counselor	TBD

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.

While in the beginning stages of the implementation of the CCSPP grant program, several challenges have emerged. One of the initial challenges has been effectively communicating with and engaging stakeholders due to new and limited knowledge regarding the shift to becoming a Community School and the necessary skills needed to manage data collection, analysis, and report writing that is clear and meets the necessary grant requirements. Due to the newness of the Community School Site Specialist position, and learning while trying to build partnerships and align goals, it has been difficult to manage the many expectations that are required for the grant, as well as decide what area to focus on first. The goal is to use feedback from survey data, as well as discussions with the advisory council members and other stakeholders, to establish an area of focus. What is the priority for the school? The challenge is that there is limited time and resources available to ensure that enough voices are engaged in these discussions. When there is limited feedback and discussion gathered from each stakeholder group, as well as differences in

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opinion as to what is most important for the school site, misunderstandings and/or miscommunication can lead to misaligned expectations. All stakeholders need to understand that a shift in mindset, and collaboration and compromise are essential to effectively develop as a Community School. Stakeholders need to manage their expectations, because oftentimes developing lasting partnerships with external organizations takes time and comes with additional barriers that arise when partnering with organizations that do not have a current MOU with the school district.

The development of the Comprehensive Needs Assessment Survey helped address one of the challenges. The survey allowed us to garner enough feedback and suggestions to have a starting place to identify priorities and resources needed. I have more clarity about my role and responsibilities, while at first, I felt overwhelmed and at times, unqualified. Although not necessarily a solution, I feel more comfortable about my knowledge of Community Schools Implementation and how it is possible to align SPSA, LCAP, and Community Schools goals. I know there are many more challenges in the future, the biggest challenge being sustainability when the grant ends.

There is much work to be done to impact the community in a positive way. The suggestions I can offer are mainly regarding things that should have been in place prior to developing this position. As a visual learner, it was very difficult to understand how reports should be structured. There is a need for concrete samples and templates to use as a guide. I spent a lot of time developing things that had to be redone or revised more than once, due to the lack of tangible samples. I also feel a need for committees to be formed within the CSSS position to develop newsletter templates, communication templates, etc. Our goal is to transform school and meet the needs of our community, while our needs are also being considered. The work is important and necessary, and that needs to be our “why.” I look forward to continuing to grow and learn, while being given grace as I do so. With clear expectations and guidelines along with a strong team, we will do the work that will transform the lives of our school community.

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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,
 - o Check the box in column B if you were already implementing a support and integrated into your community schools work,
 - o Check the box in column C if you engaged with or expanded partnerships during the 2024-2025 school year
 - o Check the box in column D if training or professional development in that area occurred during the 2024-2025 school year
 - o Check the box in column E if you expanded your capacity to offer the support during 2024- 2025 school year
 - o 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	No					
Nutrition Services and Support	No					
Academic Support (tutoring, specialist, etc.)	Yes	✓			✓	✓

Implementation Plan (2025-2026)

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
Counseling Center	No					
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					
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	Yes			✓		
Parent Leadership Development and Opportunities	No					

Implementation Plan (2025-2026)

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
Student Leadership Development and Opportunities	No					
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	✓		✓		✓
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes	✓			✓	✓
Home Visits	No					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					
PBIS or Other Schoolwide Positive Behavior Philosophy	No					

Implementation Plan (2025-2026)

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
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)	No					
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					

Implementation Plan (2025-2026)

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
Advisory System (advisor roles, classes, curriculum, etc.)	No					
Insert additional rows to include your local supports, practices, etc.						