

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

Instructions:

School Site Name: Grandview College Preparatory Academy

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 22-23	SY 23-24	SY 24-25
Graduation Rate	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Chronic Absenteeism Rate	45%	24.8%	22.9%
Suspension Rate	4.4%	2.1%	1.6%
Expulsion Rate	0%	0%	0%
College Going Rate (CGR)	N/A	N/A	N/A
N/A	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 Grandview is showing early signs of growth, with clear opportunities to build on student interests and expand participation. While 19% of students currently express interest in social-emotional learning (SEL) and wellness programs, a significant portion (37%) remain undecided—highlighting a valuable opportunity to increase awareness and relevance of these offerings. Many students are aware of after-school and summer programs, and while regular participation is still developing, this awareness provides a strong foundation for future engagement. When asked about additional programs, students showed the most enthusiasm for sports and fitness, followed by arts, music, clubs, and hands-on, project-based activities—indicating a strong desire for creative and active learning

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

	experiences. Fewer students requested academic tutoring, STEM, or college and career workshops, suggesting a need to better connect these offerings to student interests and goals. According to the California Healthy Kids Survey (CHKS), 29% of 6th graders and 28% of 7th graders reported feeling they have meaningful participation at school. While this reflects a need for deeper engagement, it also presents a clear opportunity to co-create more inclusive and student-centered experiences that foster belonging and voice.
Family Engagement	Family engagement is good; however, there is room for improvement. There has been a strong turnout for many events, such as the Open house and Parent Workshops Night. The same core group of parents also regularly attends Coffee with the Principal meetings. A Parent Center is being introduced next school year to continue building trust and connection. However, student survey results reveal that parental or caregiver participation in school events or activities varies significantly. Only 15% of students reported frequent parent participation, while 39% indicated that their parents or caregivers sometimes participate. A notable 26% mentioned rare participation, and 20% stated that their parents or caregivers never participate in school events. To improve family connections with the school, students suggested several strategies. The most popular suggestion, with 31.2% of responses, was to offer more flexible event times. Other recommendations included publicizing events through various channels (19.5%), offering meetings online (18.3%), and providing information in families' languages (17.2%). Additionally, 14% of students had other specific suggestions for enhancing family-school connections. In terms of desired workshops, parents expressed a strong interest in health and wellness workshops, First Aid/CPR classes and financial literacy classes. Other popular choices included technology skills workshops, cooking classes, and parenting support workshops. Additionally, 29.7% of parents were interested in ESL classes. Parents were also surveyed about preferred time for attending school events or meetings. The most preferred time for attending school events or meetings was evenings (5-8 pm), chosen by 47.3% of parents. Mornings (8-10 am) were also popular (37.6%), followed by Saturday mornings (34.4%). Other times included immediately after school (22.6%) and afternoons (12-3 pm), with 14% of parents preferring this slot. A small percentage (5.4%) indicated they were not available at the suggested times.
Staff Engagement	Staff engagement is generally strong in terms of commitment to student success, however the staff needs assessment survey highlights some key staff concerns. Only 50% of staff believe Grandview is effectively addressing non-academic barriers to learning, which includes chronic absenteeism and lack of academic support. Attendance is a key predictor of student success, and students who miss school regularly face greater academic challenges. A high

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

	number of staff indicated a need for more mental health resources and community-based mentoring for students and families.
Community Engagement	Community engagement is currently growing. Grandview has 2 community partners providing Mental Health and Social Emotional Wellness services on site. They also have partnerships with organizations that promote theater, science, STEAM and coding. Grandview also has a partnership with the local County Office of Education, which provides support in improving school climate and expanding evidence based practices. When it came to resources needed to improve or expand student learning opportunities, the majority of staff emphasized the importance of additional funding for staff and supplies in staff needs assessment survey. Fewer staff members highlighted the need for more partnerships with local organizations, transportation for students to attend programs, or technology to support virtual learning.

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?

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 the start of 2024-2025 Grandview had not yet implemented outreach materials to launch a comprehensive communications campaign about Community Schools. At the start of 2024-2025, Grandview had some data from CS surveys they conducted in the 2023-2024 school year for implementation the following school year (2024-2025), however at the beginning of this school year, they had not yet developed a comprehensive plan to assess new needs and assets for the following school year. Nor had they	According to the progress gauge in this area, Grandview is in the VISIONING phase. Per the progress gauge in this area, these were the methods that were utilized at Grandview to make stakeholders aware of Community Schools initiative: • Social Media posts, • School bulletins/calendars, • CS resource newsletters,

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

	selected survey methods utilized for engaging interest-holders in needs and assets assessment. However, the district had planned to utilize the CHKS and the LCAP survey to survey students, parents, and staff, as they do on a yearly basis, which was also data that could be used as data for Community Schools.	flyers to recruit Community Schools advisory participants. The District level Community School team developed a plan to distribute needs and assets surveys in each Community School and Grandview disseminated the CS needs and assets surveys to students, parents, and staff in December 2024 to determine the needs for the 2025-2026 school year. Only 25% of stakeholders in each stakeholder group (parents, students, staff) completed the surveys. After surveys were completed, data was gathered by the CSSS, and a report was created summarizing the findings. Throughout the school year, stakeholder groups were engaged via the CS Surveys and via the CS Advisory Meetings. All surveys and advisory meeting documents have been collected and saved in a central electronic folder. The CS site specialist and school administrators were involved in the APR preparation process this school year, although the District CS coordinator and the County office of education provided guidance.
Collective Priorities: Setting Goals and Taking Action	Grandview conducted a new needs assessment in December 2024/January 2024. Grandview aligned its SPSA with the community schools goals in April 2025, after results of the needs assessment were compiled, needs identified and prioritized, and results were shared with the CS advisory committee.	Per the Community School's progress gauge, findings from the needs assessment surveys were shared with CS and school administration, and the site CS advisory committee. Although Grandview has not yet formed teams for each identified priority from the needs and assets assessment, the top 5 priorities were identified based on the survey results, and the CS Advisory committee was provided this information and encouraged to provide feedback about how to potentially meet these needs. Grandview was able to align its 2025-2026 School Plan for Student Achievement (SPSA) with the community school goals and complete the implementation plan for the following year.
Collaborative Leadership	At the start of 2024-2025, Grandview had an implementation plan that they completed in 2023-2024.	According to the progress gauge in this area, Grandview is in the VISIONING phase.

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

	Some of the Community Schools goals identified the previous year were included in the implementation plan. Grandview initiated their first CS Advisory committee in October 2024	Although Grandview initiated its first CS Advisory committee this school year, introducing the components of community schools to the committee has been a slow process due to the limited number of meetings conducted during the school year (5), the limited time within each meeting (1 hour), and the amount of information needed to be communicated to the council. Although copies of the CS Advisory Council meeting agendas, minutes, and presentations are provided to all the CS Advisory members at the meetings, and they are stored electronically for future reference, these items are not yet being made public. The CS Site Specialist has only introduced the concepts of Capacity Building Strategies to the CS Advisory Council, as well as the importance of gauging progress of the strategies in order to determine what phase the school is in. In terms of an established shared decision-making process with the CS advisory council, Grandview is at the initial stages. Grandview has not yet developed a vision or mission statement for the council, nor have they developed council bylaws. This will likely happen in year 2 of implementation.
Coherence: Policy and Initiative Alignment	Due to a lack of knowledge regarding how the Community Schools program functions, there was limited coordination between school initiatives.	Per the progress gauge. Grandview continues to work on implementing practices and policies that support the CS initiative. Grandview utilized surveys to measure the needs of stakeholders and introduced the idea to the CS advisory committee of utilizing progress monitoring gauges to measure and monitor the school's progress towards becoming a community school. Towards the end of the school year, Grandview began aligning the School Plan (like the SPSA) with the Community School Implementation Plan, and ensuring that district policies, funding

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

		streams, and school initiatives (e.g., SEL, MTSS, restorative practices, attendance, academic interventions) are not working in silos but are mutually reinforcing.
Staffing and Sustainability	At the beginning of the school year, schools had not received the funds for Community Schools, and it was rather unclear as to what would be allowable costs. The state and county office of education put forth some webinars for administrators and CS Specialists to begin understanding the budget and allowable costs. Roles and responsibilities related to Community School initiatives were not well-defined. Sustainability planning and resource allocation were still in development. However, most of the school's current classified and certificated staff reflected the linguistic, ethnic, and racial diversity of the broader school community at the start of the school year.	According to the progress gauge in this area, Grandview is in the VISIONING phase. Grandview is utilizing some existing assets and resources to support the community school framework, and they are ensuring policies and financial resources align with the strategy. Financial reports and budget summaries for community school initiatives have been shared with the CS advisory council, though a monthly updated expenditure sheet is missing from the electronic file. Some large purchases have been discussed with the advisory council for feedback. Regarding sustainability, it is unclear if the district has created and regularly revised a comprehensive, long-term financial plan to sustain crucial staff roles, collaborations, and essential community school initiatives, or if there are funding sources beyond CCSPP funding. Most of the school's current classified and certificated staff continue to reflect the linguistic, ethnic, and racial diversity of the broader school community. Grandview has integrated community school strategies into the SPSA plan for coherence and sustainability but is still working on helping teachers, administration, and staff understand their roles in the community school strategy and feel ownership over its goals .

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

Strategic Community Partnerships	Grandview started the year off with several MOUs with community partners.	According to the progress gauge in this area, Grandview is in the VISIONING phase. Grandview continues to have the same active MOUs with community partners, and has also been mapping potential partners across the district and community for this site. Grandview has 2 community partners providing Mental Health and Social Emotional Wellness services on site. They also have partnerships with organizations that promote theater, science, STEAM and coding. Lastly, Grandview also has a partnership with the local County Office of Education, which provides support in improving school climate and expanding evidence based practices. Grandview will be utilizing the results from the Comprehensive needs Surveys to research and develop relationships with partners that can help the school fulfill those needs.
Professional Learning	At the beginning of the school year, school staff had not received targeted training in equity, trauma-informed practices, culturally-responsive pedagogy, or community school strategies.	Grandview is working on consistently providing professional learning opportunities for teachers, parents, students, and staff. However, more work needs to be done in the area of professional development in order to build capacity around the community schools strategies, and also on topics that align with the Community Schools framework such as equity, trauma-informed practices, and culturally-responsive pedagogy. Mentorship programs for new advisory council members, and leadership training for parents have not yet been established.
Centering Community Based Learning	While some teachers incorporate students' lived experiences and community context into their classroom instruction, there is a need for more professional development in this area.	According to the progress gauge in this area, Grandview is in the VISIONING phase. Grandview is working on co-creating with stakeholders a shared vision or set of principles that define what community-based

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

		learning means at Grandview, this includes a site-specific framework for community-based teaching that elevates community assets. However, Grandview has been implementing culturally responsive teaching practices this school year, Including: • having curriculum that includes materials and content that reflects the diverse cultures and languages of the student body, • offering language support programs for students who are English language learners and also offering a dual immersion program in English and Spanish that help students maintain their native language or master a new language, • engaging with the community, including parents and local organizations, to create a supportive learning environment, including hosting community events, partnerships with local organizations, and opportunities for parents to be involved in school activities • Providing opportunities for students to share their perspectives and take on leadership roles.
Progress Monitoring and Possibility Thinking	There was minimal infrastructure for assessing progress or evaluating the effectiveness of Community School initiatives. Data is not yet being utilized to drive growth.	Data from the CS Comprehensive Needs Assessment Surveys and other sources like the CHKS is beginning to be integrated and used to inform planning and team reflection practices. The Community Schools Site Specialist completed the Progress monitoring gauges for the Capacity Building strategies and was able to see what phase the school is in within each strategy. This information assisted with the reflection in this Implementation Plan and completion of the APR. Although the CS advisory council did not complete the progress gauges, they reviewed Capacity-Building Strategies more in depth, and the idea of progress monitoring using progress gauges was introduced to them. The goal is that the council will

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

		utilize the progress gauges to measure progress next school year.
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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	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

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

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

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
Before the 2023-24 school year, the school depended on data from the Hanover Climate Survey and the California Healthy Kids Survey. These surveys offered limited insights and did not sufficiently assess the needs of historically marginalized groups. The data from these reports were inadequate for providing the necessary support to groups such as newcomers, English learners, and other marginalized communities. However, Grandview placed a strong emphasis on engaging historically marginalized student groups by working in close partnership with our District's Equity and Access Department. Specific efforts were made to support students experiencing homelessness and those in foster care. These students received were provided with targeted information about mental health and wellness resources, and benefited from consistent outreach and communication with their families and caregivers to ensure individualized support.	Throughout the school year, Grandview maintained it's commitment to supporting historically marginalized students and their families, ensuring the same level of care and outreach established at the beginning of the year. This ongoing support was anchored by our District's Equity and Access Department and School Counselor, and Community Schools Site Specialist providing connection and advocacy for students experiencing homelessness, foster youth, and those from low-income backgrounds. Although we have not yet expanded the scope of our services, we made significant progress in deepening our engagement through a formal needs assessment process. During the middle of the 2024-25 school year, Grandview developed and conducted a Comprehensive Assets and Needs Assessment Survey with students, parents, and staff. Through these surveys, students and families from marginalized communities were invited to share their experiences, concerns, and ideas for future programming. Their voices

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

	were instrumental in shaping campus priorities and identifying areas where additional support is needed. The results were also analyzed and then shared with Grandview's Community Schools Advisory Council. The School's Community School's Advisory Council is composed of both staff and parents, and parents on the council also represent a diverse group of students, such as English learners, students experiencing homelessness, and students with special needs. These engagement strategies enabled the school to collect rich qualitative data that complemented the quantitative survey results, leading to more targeted and effective goal-setting.
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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)
<u>Goal 1: Provide Mental Health Services</u> By May 2026, student mental health and social-emotional well-being at Grandview will improve as evidenced by: 1. At least a 3 to 5% increase in students accessing Mental Health Services or Wellness groups on site at Grandview, as evidenced by data on the number of students who have participated in these services during the 2024-2025 school year.	The California Healthy Kids Survey indicates: • 41% of 6th graders and 27% of 7th graders reported experiencing chronic sadness/hopelessness within the last 12 months. • 21% of 6th graders and 16% of 7th graders reported considering suicide during the last 12 months. • 27% of 6th graders and 22% of 7th graders reported experiencing social emotional distress during the last 12 months. • 54% of 6th and 7th graders report feeling school connectedness at Grandview.

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

2. A 10% to 15% decrease in the number of students reporting chronic feelings of sadness/hopelessness on the CHKS during the 2025-2026 school year. 3. A 10% increase in the overall sense of belonging among students, aiming for at least 64% of students agreeing or strongly agreeing that they feel connected to the school, as measured by the CHKS.	The Comprehensive Needs Assessment Survey indicates: • A significant majority of students (62.9%) feel they never have adequate access to mental health resources and support. • Many parents (64.8%) request stress/anxiety management workshops, and 60.2% want a wellness center for students. • A large portion of staff (78.6%) rate on-site mental health counseling as highly beneficial. As the results of the Comprehensive Needs Assessment Surveys were discussed with Grandview's CS Advisory Council, it was identified by the council that although there is already plenty of MH services (individual and group counseling) at the school provided by community partners such as Foothill Family and Pacific Clinics, it appears that the need is more parents allowing their student to access the services. The council discussed that many parents do not provide consent to their students to participate in MH Services and that this may be due to stigma and lack of education on mental health and mental health support. Thus, the council agreed that further education for students and parents on mental health in the form of workshops, etc. in order to increase knowledge and decrease stigma would be an important intervention at Grandview.
<u>Goal 2: Provide Health & Nutrition Support & Education</u> By May 2026, student health and nutrition at Grandview will improve as evidenced by: 1. Increase in student-led wellness or nutrition projects (e.g., school garden, healthy recipe book, smoothie day), with participation from diverse student groups. 2. A 10% decrease in students reporting on the CHKS that they were absent due to illness. 3. 5% of students' parents attend classes/workshops related to physical wellness and/or nutrition at Grandview.	Nutrition/Food Security • Nearly half of the students (46.7%) indicated that nutrition support would help them succeed in school. • Basic needs such as food pantry and nutrition workshops are important for 40.9% of families. • 64.3% of staff rated Food Security Programs as a 4 or 5, highlighting the importance of ensuring students have access to nutritious food. • According to the 2024-2025 California Healthy Kids Survey, only 49% of 6th graders, and 55% of 7th Graders responded that they eat breakfast.

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

	Health and Physical Wellness • Many parents expressed a need for physical wellness classes or workshops (63%) and on-site medical care/mobile clinics (45.7%). • Access to healthcare services (medical, dental, vision) is rated highly by 64.2% of staff. • According to the CHKS, 44% of 6th graders and 30% of 7th graders reported that they were absent due to illness if they were absent during the 30 days prior to completing the survey, which was the highest percentage of all the reasons for absenteeism on the survey. Student and family wellness directly impacts attendance, academic performance, and overall school climate. By expanding on-campus health services, Food Security resources, and Health and Nutrition education. Grandview can create a safe, supportive, and inclusive environment where students and families can thrive.
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Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

Goal 3: Improve Student Academic Outcomes & Support

By May 2026, student academic success and attendance will improve at Grandview as evidenced by:

1. A 10% decrease in chronic absenteeism (students missing 10% or more of the school year).
2. A 2% increase in students meeting grade-level benchmarks in core subjects.
3. A 10% increase in students reporting feeling academic motivation in the CHKS.

According to the CHKS, 63% of 6th graders and 65% of 7th graders responded “Agree” or “Strongly Agree” in regard to feeling academic motivation.

According to the Comprehensive Needs Assessment Survey, 61.6% of students struggle with homework and do not always have adequate help outside of school hours. Additionally, 30 students reported specifically needing more help with math.

Only 50% of staff believe Grandview is effectively addressing non-academic barriers to learning, which includes chronic absenteeism and lack of academic support. Attendance is a key predictor of student success, and students who miss school regularly face greater academic challenges.

Although Grandview has seen a decrease in chronic absenteeism over the past few years, impacting learning outcomes and overall school performance, this goal will focus on proactive attendance interventions, academic support systems, and stronger school-family partnerships to ensure students attend school consistently and achieve academic success.

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.

SMART Goal 1: Provide Mental Health Services

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)

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

A 3% to 5% increase in students accessing Mental Health Services or Wellness groups on site at Grandview during the 2025-2026 school year.	Records from Community Partners from the 2025-2026 school year.	53		
A 10 to 15% decrease in the number of students reporting chronic feelings of sadness/hopelessness on the CHKS during the 2025-2026 school year.	Data from the CHKS from the 2025-2026 school year	41% of 6th graders and 27% of 7th graders reported experiencing chronic sadness/hopelessness within the last 12 months during the 2024-2025 school year (January 2025).		
A 3% to 5% increase in the overall sense of belonging among students, aiming for at least 64% of students agreeing or strongly agreeing that they feel connected to the school, as measured by the CHKS during the 2025-2026 school year.	Data from the CHKS from the 2025-2026 school year	54% of 6th and 7th graders report feeling school connectedness at Grandview during the 2024-2025 school year.		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Liaison between the school and the Community Partners/On-site Mental Health Providers	Liaison will meet with Community Partners/On-site Mental Health Providers in order to discuss service provision, and the number of students accessing MH Services with the providers.	Community Schools Site Specialist	Meet with on-site MH Community Partners on a monthly basis (or more often if needed) starting August 2025 and throughout the school year

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

Mental Health data from the CHKS	Use data from the CHKS on student mental health to help determine goal progress and student mental health needs.	Community Schools Site Specialist	Review the CHKS data once the surveys have been completed and data is made available by the district.
Parent and student education/workshop on importance of Mental Health	Work with on-site Mental Health Providers to offer parent workshops and student education on the importance of Mental Health in order to reduce stigma about accessing Mental Health Services and increase access to Mental health services on site.	Community Schools Site Specialist	Offer parent workshops and student education at the beginning and middle of the school year.

SMART Goal 2: Provide Health & Nutrition Support & Education

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 in student-led wellness or nutrition projects (e.g., school garden, healthy recipe book, smoothie day), with participation from diverse student groups.	Number of students that participate in the wellness projects.	None		
A 3% to 5% decrease in students reporting on the CHKS that they were absent due to illness.	Data from the CHKS from the 2025-2026 school year about student absences.	According to the CHKS, 44% of 6th graders and 30% of 7th graders reported that they were absent due to illness if they were absent during the		

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

		30 days prior to completing the survey, which was the highest percentage of all the reasons for absenteeism on the survey.		
5% of students' parents attending classes/workshops related to physical wellness and/or nutrition at Grandview	Sign in sheets from the workshops	None		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Student-led wellness or nutrition projects	Offer and guide students in student-led wellness or nutrition projects (e.g., school garden, healthy recipe book, smoothie day), with participation from diverse student groups.	Community Schools Site Specialist	August - September: Planning and Preparation - Identify, project, project goals and objectives. - Form a student committee and assign roles. - Research and gather resources October: Project Kickoff - Host an introductory meeting with students and staff. - Begin initial activities (e.g., planning the garden layout, brainstorming recipe ideas). November - December: Development and Engagement - Continue Project Activities January - February: Mid-Year Review and Expansion - Review progress and adjust plans as needed. March - April: Continued Activities and Promotion - Promote wellness projects through school events and social media.

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

			May - June: Wrap-Up and Reflection • Host a final review meeting with students and staff. • Celebrate achievements and recognize student contributions. • Plan for next year's projects and gather feedback.
Workshops for parents and education for students on health and nutrition topics	Work with School Nurse or Community partner to provide workshops for parents and education for students on health and nutrition topics.	Community Schools Site Specialist	Begin planning workshops in August 2025. Schedule 2 workshops per semester.
School Nurse Health Screenings of students	Assist Nurse with coordinating health screenings of students (i.e., helping to create a schedule, remind teachers of their day to bring students to Nurse for screeners).	Community Schools Site Specialist	Start planning with School Nurse in August 2025. Continue planning until screenings are scheduled and completed.
Partnership with a community partner that provides emergency food to families.	Develop a new partnership with a community partner that can provide emergency food for families.	Community Schools Site Specialist	Start seeking potential partnerships in August 2025 and throughout the 2025-2026 school year.

SMART Goal 3: Improve Student Academic Outcomes & Support

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
A 3% to 5% decrease in chronic absenteeism (students missing 10% or more of the school year).	Data from the California Dashboard, or from AERIES.	20.9% chronic absenteeism for the 2024-2025 School year.		

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

A 2% increase in students meeting grade-level benchmarks in core subjects.	Data from the California Dashboard	ELA: 51.7 points below standard Math: 88.2 points below standard English Learners: 61.4% making progress		
A 3% to 5% increase in students reporting feeling academic motivation in the CHKS.	Data from the CHKS	63% of 6th graders and 65% of 7th graders responded “Agree” or “Strongly Agree” in regard to feeling academic motivation.		
By June 30, 2026, Grandview College Preparatory Academy will have increased student enrollment in at least one Career and Technical Education (CTE) exploratory pathway for 6th-8th graders by 15% (from the baseline) through the implementation of at least two new strategies or activities directly informed by professional development and ideas gained from attending the Schools to Watch Conference in the 2024-2025 school year, utilizing Community Schools funding. <i>Measure:</i> Increase in the total number of unique 6th-8th grade students enrolled in at least one CTE exploratory pathway course or program offered at Grandview College Preparatory Academy.	Student enrollment data for CTE exploratory pathways will be collected from Grandview College Preparatory Academy's student information system (e.g., Aeries, PowerSchool) for both the 2024-2025 and 2025-2026 school years. A qualitative review of school curriculum documents, teacher lesson plans, and program descriptions will be conducted to identify the implementation of new strategies or activities, cross-referencing these with notes and takeaways	Prior to attending the Schools to Watch Conference in 2024-2025, there was no specific professional development focused on increasing CTE pathways for 6th-8th graders derived from the Schools to Watch Conference utilizing Community Schools funding. During the 2024-2025 school year, there were 10 elective options offered for MS students. The other sections of electives offered for intervention support including AIM/Reading Improvement, Math Review, RSP Study Skills, and SDC Life		

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

	from the Schools to Watch Conference. Verification of conference attendance will be completed by reviewing financial records for Community Schools funding utilization and relevant conference documentation.	Skills. These intervention support classes are not CTE courses.		
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Integrate Schools to Watch Conference Insights into CTE Pathway Development. This strategy focuses on translating the knowledge and best practices gained from the Schools to Watch Conference into actionable plans for enhancing CTE exploratory pathways for 6th-8th graders.	Community School Coordinator (CSC) and attending staff debrief on key takeaways, inspiring programs, and potential strategies from the Schools to Watch Conference. Prioritize 3-5 most promising ideas for further development based on feasibility, alignment with school goals, and potential impact on student engagement. Research specific curriculum, materials, and potential community partners relevant to the prioritized CTE ideas. Actively promote the new opportunities to 6th-8th graders through assemblies, parent communications, school announcements, and classroom visits.	Principal and Community Schools Site Specialist.	July 2025. August 2025 through May 2026.

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

Field Trips to incentivize good attendance	Coordinate Field Trips for student attendance incentives.	Community Schools Site Specialist	Start planning 1st semester. Field trips will be towards end of school year.
Community Incentives for students	Seek incentive donations from Community Partners for student attendance and academic achievement.	Community Schools Site Specialist	Starting August 2025 and throughout the school year.
Fun Fridays Incentives Store	Help with the Fun Fridays Incentive store, helping students choose their prizes for points they have accrued for academic achievement, attendance, and behavior.	Community Schools Site Specialist	Every Fun Friday during the 2025-2026 school year, starting in August 2025.

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.

Reflection of the Community Schools Site Specialist:

The strategy we've implemented the best is Collective Priorities: Setting Goals and Taking Action. Our school disseminated the Comprehensive Needs Assessment surveys to the different stakeholder groups, analyzed data from the surveys in the advisory committee, identified the top priorities, and developed three well-defined goals. These goals were aligned with stakeholder feedback and incorporated into our School Plan for Student Achievement (SPSA). Grandview was also able to begin a Community Schools Advisory Council early in the school year and was able to introduce valuable information to the council in order to begin the shared leadership process.

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

As for areas of growth for the next school year, it would be beneficial for the school to market their community school status more so that all stakeholders are aware that it is a community school, for example on social media, on their letterhead, on their web page, having signs in front of the school and in the main office, etc. In regards to the school's CS Advisory council, there was a fair amount of member participation, however, it would be beneficial to have more meetings (1 each month) instead of only 5 for the school year so that more of the necessary items are covered with and introduced to the committee. There were several important topics that were not covered with the committee this school year because of lack of time, for example, creating a community schools vision and mission statement, developing committee bi-laws, developing shared decision-making processes, etc. Lastly, now that schools are more actively participating in the process of aligning the community schools goals with the SPSA and LCAP, and creating their own measurable community schools goals with clear activities and people responsible, it will be more clear what the role of the CS Specialist is and how they can support the CS goals of the school.

Reflection of the Site Administrator:

As we look ahead to the 2025-2026 school year, we are excited by the upcoming, strategic collaboration between our site administration, counselors, and the Community Schools Site Specialist to enhance student success and school-wide well-being. Our focus on three critical areas—attendance, CTE pathways, and parent engagement—is designed to create a more supportive, engaging, and enriching environment for all Grandview CPA students and families.

Improving Daily Attendance and Reducing Chronic Absenteeism

Our collaborative approach to improving daily attendance and reducing chronic absenteeism is vital. We understand that consistent attendance is the bedrock of academic achievement. Our plan involves a multi-pronged strategy:

- **Student Incentives:** We'll be working together to implement creative and motivating incentives for students to encourage consistent daily attendance. This isn't just about rewarding presence; it's about fostering a positive school culture where students feel valued and excited to be here.
- **Family Education:** A key component is ensuring all families understand the profound importance of daily attendance. Our counselors and the Community Schools Site Specialist will lead efforts to educate parents on the long-term impact of missed school days, providing resources and clear communication channels.
- **Strategic Conversations:** For our chronically absent students, we'll shift from reactive measures to proactive, strategic conversations with their families. This collaborative effort will allow us to identify and address underlying barriers to attendance, offering targeted support and building stronger home-school partnerships. By working together, we can provide the comprehensive support needed to get these students back on track.

Building High-Interest CTE Pathways

We are particularly enthusiastic about our commitment to actively building CTE pathways for students of high interest. Providing relevant and engaging career exploration opportunities for our students is crucial for their future success and motivation. Our initial focus on culinary, ESports, and Medical Core pathways is driven by student interest surveys and emerging job market trends.

The collaboration here is key:

- Site administration will support the allocation of resources and scheduling flexibility.
- Counselors will guide students through these new opportunities, connecting them with future academic and career steps.
- The Community Schools Site Specialist will be instrumental in identifying and securing external partnerships, such as local businesses or community colleges, to provide authentic learning experiences and mentorships within these pathways.

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

This will not only expose students to potential careers but also provide them with practical skills and a sense of purpose, making their learning more tangible and exciting.

Increasing Parent Engagement

Finally, our renewed focus on building an increased parent engagement plan is essential for a thriving school community. We recognize that engaged parents are powerful partners in their child's education. Our plan includes:

- **Strategic Incentives:** We will develop thoughtful incentives to encourage greater parent participation in school activities and decision-making processes. This goes beyond simple recognition; it's about demonstrating the value of their involvement.
- **High-Interest Parent Workshops:** The Community Schools Site Specialist, in collaboration with site administration and counselors, will lead the charge in identifying and offering workshops that directly address parent needs and interests. Whether it's navigating college applications, understanding academic pathways, or fostering social-emotional development, these workshops will provide valuable information and build a stronger connection between home and school.

We believe that by strategically collaborating on these three areas, leveraging the unique strengths of site administration, counseling, and our Community Schools Site Specialist, we will significantly enhance the Grandview College Preparatory Academy experience for all. This integrated approach will not only address critical areas of improvement but also foster a more connected and successful school community for 2025-2026 and beyond.

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.

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

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	X	X	X		X
Nutrition Services and Support	No					
Academic Support (tutoring, specialist, etc.)	Yes	X			X	X
Counseling Center	No					
Multi-Tiered System of Support	No					
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	No					

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

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
Summer Programs	No					
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	No					
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	X	X			X
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes	X			X	

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

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
Home Visits	No					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					
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)	No					
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	No					
Community-Based Curriculum and Pedagogy	No					

Grandview College Preparatory Academy

Community School Council Implementation Plan (CSCIP) 2025-2026: Goals & Actions

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	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	No					
Insert additional rows to include your local supports, practices, etc.						