Baldwin Academy
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	51%	36.6%	23.8%%
Suspension Rate	0.2%	0.3%	0.3%
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, and attendance data).
Student Engagement	Student engagement at Baldwin Academy is in a growth phase. While 90.5% of students previously reported feeling cared for by their teachers on the Community School (CS) Survey , more recent CHKS data shows that only 57% feel a sense of belonging at school, and 64% feel that adults care about them—both slightly below state averages. Additionally, 44% of students report feeling bored at school, and 15% experience frequent sadness, highlighting the need for more emotionally supportive and engaging learning experiences. Only 61% of students feel safe at school, pointing to a need for a more secure and inclusive environment. These findings underscore the importance of expanding social-emotional learning, trauma-informed practices, and enrichment opportunities to enhance student engagement. Chronic absenteeism remains a concern, with both attendance records and CHKS results emphasizing the need for stronger relationships and a more engaging school culture. The California Dashboard for the 2024 school year reports a chronic absenteeism rate of 23.8%.
Family Engagement	According to the Needs Assessment survey, family engagement is improving, with 98.3% of families indicating a sense of involvement in their child's education. 39.7% of parents currently volunteer at the school, while 42.5% do not volunteer but expressed an interest in doing so. This highlights existing parent involvement and a potential opportunity to increase volunteer participation. However, the Needs Assessment revealed that only 57% of respondents would be interested in attending academic workshops, such as those focused on tutoring, college advising, and after-school programs. This indicates a strong interest in academic support and enrichment opportunities for students. Families are seeking more decision-making opportunities and access to resources, such as mental health support. The introduction of family recognition programs is a positive step toward strengthening trust and encouraging connection. These findings suggest that family engagement is improving but still has room to grow. To help strengthen these

	connections, family evening events will continue to build trust and foster stronger relationships between families and the school community.
Staff Engagement	Staff engagement is generally strong in terms of commitment to student success but highlights key concerns. The staff believes the most beneficial support for students is academic tutoring with 86.4% and 81.8% believe students need social-emotional counseling. This highlights a strong focus on both academic support and mental health resources as key areas for student development indicating a need for more trauma-informed support and mental health resources. 50% of staff would like to see additional support in trauma-informed practices to address their professional needs. This indicates a significant interest in training and resources to better support students dealing with trauma.
Community Engagement	Family and community engagement at Baldwin continues to grow, with efforts focused on maintaining current partnerships and adding additional partnerships in order to better meet the needs of our school community. Baldwin currently utilizes partnerships to provide mental health services, host parent workshops on mental health, wellness and academic topics, and opportunities to celebrate students. Feedback from both staff and families on the Needs Assessment indicates a strong interest in expanding collaborations with organizations that provide mental health services, enrichment programs, and after-school activities. CHKS data further supports this need, revealing student concerns related to emotional well-being, safety, and engagement. In response, the school has set a goal to increase the number of active community partnerships from one to three by May 2026. This initiative aims to establish a network of shared services, including wellness fairs, after-school clubs, and support groups, to better support students and families.

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 summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Centering Community-Based Learning is valued among parents, students and staff at Baldwin Academy and is also a challenge area. While there is strong interest among staff to connect classroom instruction to students' lived experiences and the broader community, this shift requires significant mindset changes, time to rework curriculum, and strong examples or models. Teachers expressed the need for support in designing culturally relevant and locally rooted learning opportunities. In order to be successful, Baldwin will work to establish a clear framework and provide professional development opportunities in this area.

At Baldwin Academy, a deep appreciation for **Centering Community-Based Learning** resonates strongly with parents, students, and staff alike. However, translating this valued approach into consistent classroom practice presents a notable challenge. While educators express a genuine desire to weave students' lived experiences and the local community into their instruction, this transition necessitates significant shifts in mindset, dedicated time for curriculum redesign, and access to robust examples and models. Recognizing this need, Baldwin Academy is

committed to establishing a clear framework and providing targeted professional development opportunities to empower teachers in designing culturally relevant and locally rooted learning experiences, ultimately fostering a more connected and impactful educational environment.

Setting Goals and Taking Action has proven to be a readily achievable aspect of our community schools initiative. Through collaborative analysis of data from the Comprehensive Needs Assessment, our dedicated team effectively co-developed three clearly defined goals. Notably, these goals not only reflected valuable feedback from our educational partners but were also integrated into our overarching schoolwide action plan. Leveraging established structures such as the School Site Council and Community School Council, coupled with a highly motivated leadership team, made the goal-setting process a natural and efficient starting point for our implementation efforts.

Capacity Building Strategy	**Beginning of year Reflection** Please provide a brief overview	**End of Year Reflection** ***(To be completed at the end of the year)*** Please Provide a brief overview
Shared Understanding and Commitment	Baldwin Academy currently focuses on the whole child, including experiences that develop academics, behavior skills and social emotional learning. Awareness of how the Community School model is integrated into existing practices is being explored. In order to bridge the gap among existing barriers, we need to explore the needs of the community further in order to strengthen our current programs and actions. The concept of a Community School is in the beginning stages of being shared among the school community.	Awareness of the Community School model has increased significantly**.** Educational partners are increasingly embracing the shared vision and are starting to integrate it into conversations and school initiatives. Families have become more informed about the school's transition to a community school through ParentSquare, social media updates,Community Schools Newsletter and word of mouth.
Collective Priorities: Setting Goals and Taking Action	It is essential to build a cycle of communication with all educational partners involved in the Community Schools initiative in order to build trust and active participation, ensuring our plan is implemented and supported with fidelity. At the beginning of implementation asset mapping was built with teaching staff, several members of the classified staff, and a small group of parents attending the assets mapping meetings held in Spring of 2024. Initial goals were set based on the needs identified. The team discussed the alignment between asset mapping and the SPSA goals as well as CS goals.	An Advisory Council has been established with representation from all stakeholder groups. Council members have collaborated to develop shared goals, which are now guiding priorities and are reflected in both action plans and ongoing discussions. Needs are identified through various educational partner meetings, as well as surveys in order to gather input from a larger school community population. Implementation efforts are aligned with these collective goals, which are reviewed and revisited during monthly council meetings.
Collaborative Leadership	Leadership decisions are made through shared governance involving the site leadership team and educational partners, including ELAC and SSC. Baldwin recognizes the importance of establishing a culture of shared decision making in order to ensure the input and voice of all is included when making site decisions. Although shared decision making is a priority, there is a need to establish a Community Schools Advisory Council in order to align the site and Community School goals.	Families and staff are actively engaged in the Community School Council, where their voices are influencing the development of programs and initiatives. Through this shared effort, we are collectively advancing the implementation of the community school model, making the leadership more collaborative.
Coherence: Policy and Initiative Alignment	At Baldwin, Community Schools programs are aligned with school site goals, however, there is a need to create resource mapping guides in order to communicate and provide a visual on how programs support one another.	Progress has been made to align attendance, wellness, and school climate and culture initiatives under shared goals. Staff have started to collaborate across programs. Staff is communicating with families, via

		ParentSquare, programs and initiatives that promote community school programs.
Staffing and Sustainability	Roles and responsibilities are being developed. Roles were emerging as goals and focus areas were identified through community needs.	Roles and responsibilities have been shared with staff as goals have been established from identified needs. Community Schools Site Specialist continues to go on site visits of other Community Schools, as well as attend local and county trainings.
Strategic Community Partnerships	Established partnerships exist within the school community around mental health, afterschool programs, and dental screening. Ensuring partners are aware of our community school goals is needed. There are opportunities to increase partnerships to support the identified needs at the site.	New partnerships have been formed with organizations supporting mental health and enrichment programs. These collaborations are beginning to be structured with shared responsibilities.
Professional Learning	Staff have received professional development around SEL strategies, including the implementation of calming spaces within the classroom, T2 Response to Intervention around behavior, PBIS strategies, and trauma informed practices.	Continued professional development is needed to deepen understanding and implementation of SEL, behavior, and trauma informed practices.There is an identified need to engage staff in learning around restorative practices. Professional development needs are identified through survey data and site data.
Centering Community Based Learning	Classroom instruction makes connections to student real life experiences. Teaching staff regularly bring in realia, such as visuals, various media platforms and examples include caterpillars to watch the process of metamorphosis. These examples are focused on the grade level standards and there is growth needed to increase student agency and expand learning to include community based projects. Student Council participates in Community based projects, however, it is limited to a small population of students and there are opportunities to grow these practices so that a larger student population has access. Baldwin News also encourages students to discuss and reflect on community based practices.	Instruction has integrated community partners, such as the fire department to connect students to the community, as well as incorporating Intersectional Ethnic Studies Program Children's book read alouds. There is a need to increase learning around cultural diversity and connect students with community based projects while building their agency within the classroom around their own learning.
Progress Monitoring and Possibility Thinking	Site data is collected and shared around attendance, suspensions rates,T2 data for academic and behavior interventions, and academic progress at the state and local level.	Systems for tracking family engagement and positive climate and culture data have been introduced. Data has been shared with the school community through the Community Schools Newsletter. Behavior referral data has started to be collected to monitor incidents across the campus. Data is beginning to inform planning and team reflection practices.

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.
What groups were engaged in your school's needs and assets assessment process and how were they engaged?

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

			• Meetings and forums • Other: (Write in)	• Meetings and forums • Other: (Write in)

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

Beginning of year reflection	**End of Year Reflection *(To be completed at the end of the year)***
Please provide a brief overview At the start of the school year, we placed a strong emphasis on engaging historically marginalized student groups, working in close partnership with our Equity and Access Office. Specific efforts were made to support students experiencing homelessness and those in foster care. These students received prioritized access to our school counselor, 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. Recognizing that a significant portion of our student population comes from low-income households, we have embedded these students within our Tiered supports under the Multi-Tiered System of Supports (MTSS) framework. Universal supports have been thoughtfully designed to meet the academic, behavioral, and social-emotional needs of all students, with intentional focus on accessibility, cultural responsiveness, and equity. This includes inclusive teaching practices, school-wide SEL strategies, and consistent access to basic needs such as meals, supplies, and technology.	Please provide a brief overview Throughout the school year, we sustained our commitment to supporting historically marginalized students and their families, maintaining the same level of care and outreach established at the beginning of the year. This continued support was anchored by the work of our Equity and Access Office and school counseling services, ensuring consistent connection and advocacy for students experiencing homelessness, foster youth, and those from low-income backgrounds. While we have not yet expanded the scope of our services, we made meaningful strides in deepening our engagement through a formal needs assessment process. This effort culminated in the active involvement of students and families from marginalized communities, who were invited to share their experiences, concerns, and ideas for future programming. Their voices played a critical role in shaping campus priorities and highlighting areas where additional support is needed. By the end of the year, we had established a more inclusive feedback loop, allowing these families to contribute directly to the vision and planning of school initiatives. The insights gathered are now informing next steps as we work to close equity gaps. Looking ahead, our focus is on expanding access to services and creating intentional, culturally affirming spaces where all families feel seen, heard, and valued. We are committed to strengthening family-school partnerships, reducing barriers to participation, and aligning resources more closely with community needs—particularly in areas of student attendance, engagement, and positive school climate and culture.

Overview

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

Goals	Rationale
Goal 1: Strengthen Family & Community Engagement By **May 2026**, family 7 community engagement will increase at **Baldwin Academy** as evidenced by: 1. Increase the number of partnerships and collaborations with community and district organizations by 20%. 2. Increase in parent participation in workshops, community meetings, and events by 50%. 3. Increase in the response rate on parent/community surveys by 10%.	According to our Needs Assessment Survey, 42.5% of parents expressed interest in volunteering but have not yet had the opportunity to do so. Additionally, 37.5% of parents reported feeling excluded from school decision-making processes and indicated a strong desire to be more actively involved. The survey revealed that 87.6% of families are interested in attending Family Fun Nights, while 52.9% expressed a preference for daytime events, highlighting a strong desire for more flexible and engaging family-centered activities throughout the day and evening. Survey results show that 57% of respondents would be interested in attending academic workshops, such as those focused on tutoring, college advising, and after-school programs. 37.1% of Families would like to attend wellness workshops. This indicates a strong interest in academic support and enrichment opportunities for students. According to the Comprehensive Needs Assessment Survey, 17.8% of parents regularly volunteer, a larger portion of 42.5% would like to volunteer but do not and 39.7% do not have time to volunteer. Research shows that family engagement directly correlates with improved student achievement, attendance, and social-emotional well-being. By enhancing parent involvement and expanding community collaborations, Baldwin can foster a more inclusive, resourceful, and supportive school environment. This aligns with our commitment to building a thriving Community School model where families feel empowered as active participants in their child's education. The advisory Council was unanimous in making family engagement a priority.

Goal 2: Improve Student Academic Outcomes & Support By **May 2026**, student academic success and attendance will improve at **Baldwin Academy** as evidenced by: 1. A 2% 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 20% Increase in academic skills support and expanded learning opportunities for after-school programs and enrichment activities.	According to the Comprehensive Needs Assessment Survey, Students requested additional support in math (55.1%), followed by writing (35.6%) and reading (32.4%). 57% Families request additional academic support across the three areas. Students requested after-school activities in Art (58.9%), Sport (58%), Music (42.5%), and Robotics (26%). Additionally, Baldwin has experienced high levels of 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.
Goal 3: Positive Climate and Culture By **May 2026**, Baldwin academy will strengthen school climate and culture by improving feelings of safety, connectedness, respect, and engagement among students, staff, and families as evidenced by: 1. A 10% increase in favorable responses on the California Healthy Kids Survey; schools connectedness, perceived safety, meaningful participation and caring relationships. 2. Positive Behavior Intervention Supports (PBIS) Walkthrough Tool data. 3. Behavior Referral Data	According to the Comprehensive Needs Assessment Survey, 90.5% of students previously reported feeling cared for by their teacher, however recent CHKS data representative of 5th grade students shows that only 57% feel a sense of belonging at school, and 64% feel that adults care about them—both slightly below state averages. Additionally, 44% of students report feeling bored at school, and 15% experience frequent sadness, highlighting the need for more emotionally supportive and engaging learning experiences. Data indicates 61% of students feel safe at school, pointing to a need for a more secure and inclusive environment. These findings underscore the importance of expanding social-emotional learning, trauma-informed practices, and enrichment opportunities to enhance student engagement.

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

Goal 1 Strengthen Family & Community Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Increase in the response rate on parent/community surveys.	**Survey Data**	Need Assessment Survey: 17.8 %	Need Assessment: 25%
Increase the number of partnerships and collaborations with community and district organizations.	**Community Partnership Reports**	14 community partners	17 community partners
Increase in parent participation in workshops, community meetings, and events.	**Parent Workshop Sign-in Sheets:** Track participation and feedback. Use QR codes for parents to sign-in.	10-12 parents attend workshops, meetings, and events.	20-24 parents in attendance.

Strategies, Actions, Task	**Description**	**Personnel Responsible**	**Timeline**
Parent Involvement in School Activities	Organize monthly, family-oriented events during and after school hours. Provide parent workshops based on needs indicated. Provide parent volunteer opportunities and training.	Administrator CS specialist	Launch by August 2025 and track attendance through May 2026.
Community Partnerships for Student & Family Support	Establish new partnerships with local businesses and community organizations.	Administrator CS Specialist	Secure all partnerships by January 2026 and assess impact in May 2026.

Parent Volunteer Recognition & Celebration	Launch a Parent Recognition Program (Community Passport) to celebrate families with strong school engagement.	Administrator School Counselor CS Specialist TOSA Teachers	Recognize parents during our Volunteer Tea by May 2026.
Enhance school wide communication.	Communicate Community Schools Updates through a Community Schools Newsletter. Set up A frame signs notifying the community of upcoming meeting and workshop opportunities.	Administrator CS Specialist	Begin August of 2025 and track through May 2026.

Goal 2 Improve Student Academic Outcomes & Support

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Attendance: monitor excessive and chronic absenteeism rates using data from Aeries Analytics and the California Dashboard.	**Attendance Data Tracking:** Measure reduction in chronic absenteeism rates. Use data to identify patterns and root causes of absenteeism in order to identify and provide supports needed.	California Dashboard: 23.8%	California Dashboard: 21.8%
Monitor student academic progress using MAP and California Dashboard data.	Collect and analyze MAP data; Fall, Winter and Spring in order to identify academic skills gaps in order to guide professional development, instruction/interventions and parent workshops. Analyze CAASPP data in order to	**ELA** CAASPP-42.1% met or exceeded standard. MAP- 29% scored at or above the 61st percentile. **Math** CAASPP-33.64% met or exceeded standard.	**ELA** CAASPP-44.1% met or exceeded standard. MAP-31% scored at or above the 61st percentile. **Math** CAASPP-35.64% met or exceeded

	determine areas of strength and challenge in order to guide professional development, instruction/intervention and parent workshops.	MAP-29.7% of students scored in the 61st percentile or above.	standard. MAP-31.7% of students scored in the 61st percentile.
Keep record of student attendance and pre and post assessment data in academic intervention and enrichment programs.	**Intervention Program Effectiveness:** Monitor student attendance before and after intervention. Analyze pre and post assessment data from interventions provided.	**0%**	Increase participation in academic intervention and enrichment programs by 20%.

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Implement an Attendance Awareness & Incentive Program	Launch a **school-wide Attendance Program** with incentives for students who maintain or improve their attendance. Reduce chronic absenteeism by 2% by May 2026.	Administrator CS specialist Teachers School support staff	Launch by September 2025, with monthly progress tracking through May 2026.
Educate the community about the importance of attendance through parent workshops, meetings, and public service announcements.	Shared information through presentations, videos through our social media platforms, in the classroom, and through parent square.	Administrator Attendance team CS specialist Teachers School support staff	System launches by **September 2025** and continues through **May 2026**
Provide access to STEAM	STEAM enrichment opportunities	Administrator	By May 2026, have a 20%

enrichment opportunities afterschool.	will be provided to students after school through partnerships and certificated staff members.	CS Specialist Teachers STEAM Partners	increase in student participation in enrichment programs.
Provide academic tutoring afterschool in the areas of Reading, Writing and Math.	Academic after school tutoring provided by certificated and classified staff. Students participating will be identified using MAP and CFA data in order to close skills gaps and increase achievement. Interventions utilized during and after school will be delivered using research based strategies and supplemental curriculum and instructional supplies.	Administrator CS Specialist Teachers Classified Staff	By May 2026, have a 20% increase in student participation in academic tutoring programs.

Goal 3 Positive Climate and Culture

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Student CHK Survey Results	Measure increases in students' perceived connectedness, safety, meaningful participation, and caring relationships.	Climate survey: 57% of students feel connected.	Climate survey: 60% of students report feeling connected.
School Services/Resources Utilization	Track number of students receiving community schools resources such as counseling and health screenings.	No baseline data.	Maintain records on 100% of students receiving services.
Staff Training Sign In Sheet	Track the number of staff that complete professional development related to goals.	0%	Have at least 80% of staff trained and implementing strategies.

Positive Behavior Intervention Supports (PBIS) Walkthrough Tool data. Behavior Referral Data	Track Evidence-based classroom practices.	0%-no baseline data 6-10% of students received 2-5 major office referrals.	Minimum of 1 feature for 3 classroom practices in 80% of observed classrooms. Reduce the number of students receiving 2 or more major office referrals by 2%.

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Expand School-Based Mental Health Services	Increase access to on-campus mental health counseling by partnering with local providers.	Administrator School Counselor CS specialist Teachers School support staff	Continue services by October 2025 and monitor impact through May 2026.
Implement Positive Behavior Intervention Supports.	Plan and implement PBIS strategies for Tier 2.	Administrator School Counselor CS specialist Teachers PBIS Team School support staff	Meet with the PBIS Team in August 2025, with progress evaluation in May 2026.
Provide Tier 2 MTSS Support in the area of Behavior.	MTSS Intervention Aide will assist with facilitating team building activities to strengthen peer relationships and promote collaboration.	Administrator CS Specialist TOSA MTSS Intervention Aide	Beginning in August 2025 through May 2026.
Train Staff in Trauma-Informed Practices.	Provide professional development for all teachers and staff on trauma-informed teaching and crisis response.	Administrator School Counselor CS specialist PBIS Team	Training sessions scheduled for October 2025 and follow-up sessions in 2026.

Plan for the implementation of Restorative Practices.	Work with Western Justice Center to launch professional development and create a shared understanding for the delivery of Restorative Practices.	Administrator CS Specialist Counselor TOSA	Training during first trimester and follow up sessions throughout the year until May 2026.
Foster a positive, inclusive school climate and promote physical, social, and mental wellness by creating accessible wellness spaces.	Provide a wellness space that fosters a sense of connection, belonging and proactive wellness through group activities and community-building. Encourages student leadership and peer connection. Space will include various areas for seating and activities. Build and sustain a school garden. Space to be identified, student and volunteers will be recruited, partner with a community organization to assist. Enrichment activities during unstructured time (recess/lunch).	Administrator CS Specialist Volunteers Partnership Students Teachers Counselor Classified Staff	Begin in August 2025 through May 2026. Maintain usage through sign in.
Integrate culturally responsive practices schoolwide.	Provide professional learning on culturally responsive teaching and inclusion. Host monthly cultural and diversity celebrations/activities.	Administrator CS Specialist District TOSA Teachers Counselor TOSA Volunteers	Begin practices in August and continue through May 2026, documenting through artifacts such photos, videos, calendar, etc.

Overall Reflection

To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please provide an overview of the most impending challenges during the implementation of the CCSPP grant. Please also describe any solutions you have developed to address them and

additional supports or changes to the CCSPP program and technical assistance that could be useful. Please provide a one-half to one-page narrative for this prompt.

The implementation of the CCSPP grant has presented several key challenges, the most impending being the effective integration of existing site practices and goals within the new CCSPP framework. Initially, aligning our established initiatives with the specific requirements and opportunities of the grant proved complex. To address this, our initial solution involved a thorough process of cross-mapping existing resources, programs, and objectives with the CCSPP components. This allowed us to identify areas of potential overlap, ensuring that our ongoing efforts could be leveraged and enhanced rather than duplicated or disregarded.

Another significant challenge arose in restructuring roles and responsibilities to effectively support the community schools model. This required a clear articulation of new expectations and collaborative decision-making regarding who would lead and support various aspects of the initiative. We tackled this by establishing clear goals, outlining specific action steps, and assigning persons responsible for each task. This fostered accountability and ensured that the necessary work was distributed effectively across the team. Furthermore, consistent communication of these action steps and the resulting data was crucial for maintaining momentum and transparency. To facilitate this, we developed a community schools newsletter to regularly update stakeholders on our progress and established a Community Schools Advisory Team. This team serves as a vital conduit for sharing data, gathering input, and ensuring that community voices inform our decisions.

Identifying specific site needs to inform the development of targeted and impactful goals also posed an initial hurdle. Relying solely on broad data sets proved insufficient to pinpoint the challenges and opportunities within our site. To overcome this, we implemented a strategy of disaggregating data from multiple educational partners. This included a careful analysis of notes and feedback from various meetings, comprehensive community school surveys, and the California Healthy Kids Survey. By triangulating these diverse data sources, we gained a much clearer understanding of our specific needs and were able to develop more relevant and actionable goals.

Looking ahead, increased guidance and examples of successful integration strategies from other grantees would be beneficial in streamlining the alignment process. Furthermore, professional development opportunities focused on effective data disaggregation and utilization for needs assessment could enhance our ability to develop targeted interventions. Finally, continued opportunities for peer-to-peer learning and collaboration among CCSPP grantees would foster a stronger network for sharing best practices and problem-solving.

Whole Child Supports

This section is aligned with the Whole Child Supports Inventory

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

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

Supports	Are these whole child supports part of your community schools implementation plan?	If "yes" to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school's work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	No					
Mental health Screening and Services	Yes	✔	✔			✔

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
Nutrition Services and Support	No					
Academic Support (tutoring, specialist, etc.)	Yes	✔	✔		✔	✔
Counseling Center	Yes	✔				
Multi-Tiered System of Support	Yes	✔				✔
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	No					
Summer Programs	Yes	✔				✔
During School (learning pathways, differentiated instruction, lab times, etc.)	Yes	✔	✔	✔	✔	✔
Teacher Leadership Development and Opportunities	Yes				✔	✔

Supports	Are these whole child supports part of your community schools implementation plan?	If "yes" to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school's work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Parent Leadership Development and Opportunities	No					
Student Leadership Development and Opportunities	Yes	✔				
Shared Decision-Making Bodies that center the voices of students, families and community	Yes		✔	✔	✔	✔
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes	✔				
Home Visits	Yes	✔				
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	✔	✔	✔	✔	✔

Supports	Are these whole child supports part of your community schools implementation plan?	If "yes" to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school's work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes	✔				
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	✔			✔	✔
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	No					
Community-Based Curriculum and Pedagogy	No					
Personalized Learning Plans	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	No					

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
Insert additional rows to include your local supports, practices, etc.						