

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

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

Historical Quantitative Data			
	SY 23-24	SY 24-25	SY 25-26
Graduation Rate	NA	NA	
Dropout Rate	NA	NA	
Chronic Absenteeism Rate	24%	21%	
Suspension Rate	1.6%	0.3%	
Expulsion Rate	NA	NA	
College Going Rate (CGR)	NA	NA	
A-G Completion Rate	NA	NA	

Reflection on Engagement	
Topic	How would you describe the following areas at your school site? This type of data might come from interviews or focus groups. It might come from the levels of involvement of these groups that are part of the Community School Council. You may include quantitative data (such as survey data, workshop data, attendance data).
Student Engagement	Kwis Elementary School students demonstrate a high level of student engagement. They are actively engaged in learning and show consistent enthusiasm and participation in classroom activities. Kwis fosters an environment where students are highly engaged and motivated to learn. When meeting and talking with students, “they feel that this year Kwis has been fun and engaging. They say that they like the new weekly/monthly attendance incentives offered,” which encourages them to come to school every day and on time. Using our Aeries, our data-driven student support information system, comparing August 2024 - March 2025 to August 2025 - March 2026, attendance remained stable with a very slight improvement in 2025-2026 of +0.03 percentage points in over attendance TK-5. Our student survey results indicate high levels of interest and positive engagement, particularly when students participate in hands-on, creative, and movement-based activities. While most students report feeling engaged at least “sometimes,” consistent engagement can be strengthened by expanding high-interest enrichment opportunities, increasing student voice, and providing more school-wide and family-inclusive events. These actions will support stronger belonging, attendance, and overall school connectedness. The Community School Council has contributed to these successes by helping prioritize enrichment offerings, supporting family engagement events, and reviewing student feedback to inform programming decisions. Student voice gathered through surveys has been shared with school staff and informs ongoing planning conversations within the Community School framework. Importantly, survey responses also reveal emerging student leadership opportunities. Students expressed interest in helping lead clubs, supporting PBIS events,

	assisting with the Gladiator Gold Store, and contributing ideas for assemblies and family nights. These opportunities connect students directly to Community School initiatives and reinforce their role as active stakeholders in shaping school culture. Overall, student engagement at Kwis Elementary School is strong and continues to grow. Through student-centered enrichment, PBIS systems, attendance incentives, and Community School Council collaboration, Kwis fosters an inclusive and motivating environment where students feel heard, valued, and excited to learn.
Family Engagement	Based on data from the Community School's Needs Assessment Survey, it is clear that while family engagement is improving, there is still room for growth. The climate survey reveals that 35.5% of families feel very involved in their child's education, while 64.5% feel somewhat involved. Popular family engagement events include family fun nights (48.4%), literacy nights (25.8%), and multicultural nights (25.8%). In response to these findings, we will continue implementing our monthly Kwis Family Community Nights, Fun Friday Assemblies, and parent workshops. Additionally, we will strengthen our partnerships with the PTA and the afterschool program to collaborate on events and activities that further support and enhance family involvement.
Staff Engagement	Kwis has strong staff engagement, and as we welcome new teachers, we see an opportunity to further strengthen communication. Staff survey data indicate strong commitment to student success and whole-child support, with many staff actively engaged in collaboration, leadership, and extended learning opportunities. When staff are informed and included, engagement and effectiveness are high. Survey feedback also highlights the need for increased consistency in Community Schools awareness, inclusive leadership opportunities, and targeted professional learning—particularly for non-certificated and newer staff. Strengthening these areas will further enhance staff engagement, collaboration, and support for students and families. The overall work atmosphere at Kwis is welcoming and inclusive.
Community Engagement	Community engagement at Kwis Elementary has begun the year with strong momentum through intentional collaboration with the PTA, afterschool program (ASES), families, and community partners. The school has worked closely with the PTA to plan and host inclusive community events that welcome families onto campus and foster meaningful connections. Community School events featuring food trucks, dessert vendors, and pop-up shops have strengthened relationships with local partners while creating welcoming spaces that encourage family participation. Consistent communication and coordination with ASES further support engagement by providing continuity between the school day and extended learning programs. Survey data from families, students, and staff reinforce the impact of these efforts. Family survey results indicate high levels of satisfaction and involvement, with many families identifying school events as key opportunities to feel connected and engaged with the school community. Student survey responses show stronger engagement and school connectedness when families participate in school activities, while staff survey feedback highlights the positive influence of family and community partnerships on school climate and student well-being. Together, these findings demonstrate that community engagement at Kwis is strengthening relationships, supporting family involvement, and contributing to a positive, inclusive school culture.

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

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

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

Capacity Building Strategy	Beginning of year Reflection 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	Staff and families are becoming increasingly aware of the Community School model. While this awareness is growing, a unified vision is still in development and has not yet been widely communicated across all educational partnerships.	Kwis Elementary reflects on a year of intentional growth in Shared Understanding and Commitment. Based on the Capacity-Building Progress Gauge, Kwis is currently in the Engaging phase, demonstrating meaningful progress toward building a unified vision for community schools implementation. This year focused on establishing shared understanding through comprehensive communication, broad data collection, and active engagement with students, staff, families, and community partners. The school engaged in wide-ranging needs and assets assessments using student, family, and staff surveys, empathy interviews, and state-supported tools. Participation data shows strong engagement among students, staff, and families. We had 92.4% of our 3rd-5th graders participate, 89.7% of our staff, and 88.7% of our families participate. Moving into the next year, Kwis is committed to deepening family voice in assessment processes, formalizing collaborative teams around identified priorities, and strengthening shared leadership across all stakeholder groups. This year's progress reflects a solid foundation of shared understanding and commitment, positioning

		Kwis to advance toward deeper implementation and transformative impact for students and families.
Collective Priorities: Setting Goals and Taking Action	Initial conversations have begun around school priorities, but goal-setting is still led by a small group and not yet co-developed with broader educational partnerships.	As implementation has progressed, Kwis has developed and initiated a comprehensive needs and assets assessment process. We had over 85% participation in our needs assessment surveys in all student, staff, and family groups. After writing a report on the findings, meetings were held with each group to go over the data and to gain insight from each group as to how best to move forward for student success. Going into next year, we hope to form a stronger advisory council with all stakeholders, meeting regularly and sharing ideas to better meet the needs of the school community.
Collaborative Leadership	Leadership decisions are mostly made by administrators. Traditional shared leadership structures are in place (SSC, ELAC, PTA, Leadership). Inclusive decision-making processes through the lens of community schools are not yet in place.	As we reflect on the 2025–2026 school year, Kwis Elementary recognizes meaningful progress in establishing the foundation for collaborative leadership, as reflected in our placement within the Visioning phase of the Capacity-Building Progress Gauge. This year’s work focused on clarifying structures, building shared understanding, and beginning to shift leadership beyond traditional administrative roles toward a more inclusive, asset-based approach. Clear step-by-step decision-making processes have been documented, including identifying needs, prioritizing initiatives, implementation, monitoring, and alignment with feedback. These processes have helped bring greater consistency and clarity to how decisions are made at the school site. In the coming year, Kwis is committed to advancing collaborative leadership by deepening co-creation practices, increasing transparency, and ensuring that diverse voices meaningfully inform decisions related to programs, resources, and student supports. A strong Community School Council will be developed and monthly meetings will be held. By building on the strong foundation established this year—clear processes, expanding shared leadership practices, and a commitment to asset-based collaboration—Kwis is positioned to move toward stronger engagement and ultimately transformative collaborative leadership that fully reflects its Community Schools vision.
Coherence: Policy and Initiative Alignment	There is some alignment between school initiatives. We are beginning to integrate schoolwide policy and initiatives with the community school vision.	Over the course of the year, Kwis made purposeful progress in aligning attendance, academics, and student engagement through a Community Schools approach. Collaboration among school

		leadership, staff, and the Community School Site Specialist supported the integration of attendance strategies across MTSS, expanded learning, and school climate efforts, resulting in stronger alignment with LEA priorities. Attendance remained a primary focus and was addressed using Aeries data and MTSS processes to identify students experiencing chronic absenteeism. The Community School Site specialist, along with the school, implemented a monthly attendance incentive program to recognize and motivate students and classrooms, while providing targeted support such as family outreach, relational check-ins, and connections to enrichment opportunities. Chronic absenteeism has shown increased improvement, student participation, engagement, and motivation observed across grade levels. Expanded learning programs, including tutoring and enrichment activities, are still developing. Staff and families would like to see more afterschool opportunities and Kwis is being intentional about strengthening partnerships, expanding high-interest programs, and aligning expanded learning with academic, attendance, and social-emotional goals. Community partnerships are still evolving; however, this year improved system alignment and coherence across attendance, engagement, and student supports. Kwis remains in the Engaging phase, reflecting intentional progress toward integrated Community School practices.
Staffing and Sustainability	Roles and responsibilities related to the Community School work are unclear. Sustainability planning and resource allocation are still emerging.	This year, Kwis laid critical groundwork for sustaining staff and resources within the Community Schools framework. Intentional hiring aligned to community needs, clear role definitions, and consistent professional learning have strengthened coherence between staffing structures, the CS IP, and SPSA goals. While Kwis remains in the Visioning phase, the progress made reflects a strong commitment to equity, shared responsibility, and long-term sustainability. Kwis intentionally aligned staffing positions—particularly in Culture and Climate and Community School coordination—to directly inform implementation of the Community School Implementation Plan (CS IP) and the School Plan for Student Achievement (SPSA) by hiring two culture and climate facilitators to work with students on Social Emotional Learning (SEL) and to provide Spanish language

		support during meetings with parents. These positions play a key role in bridging attendance, engagement, academic supports, and family partnership strategies. By clearly defining Community School-aligned job descriptions and maintaining documentation for roles and responsibilities, the school established greater clarity around staff expectations and cross-department collaboration. Importantly, hiring decisions were made with careful consideration of the diversity of the Kwis community. Current staffing reflects the linguistic, ethnic, and racial backgrounds of students and families served, helping to strengthen trust, culturally responsive practices, and communication with families. This intentionality supports survey findings from families and staff, which emphasized that feeling represented and understood increases engagement, improves school climate, and strengthens relationships across stakeholder groups. These staffing choices directly inform the SPSA by supporting equity, access, and family engagement goals, while the CS IP uses these roles to drive implementation of integrated supports. With continued focus on integration, transparency, and professional growth, Kwis is well positioned to advance toward deeper Community Schools implementation that fully supports students, families, and staff.
Strategic Community Partnerships	New partnerships have been formed with organizations supporting mental health and enrichment programs. These collaborations are beginning to be structured with shared responsibilities. We have communication with the Pacific Clinics, Del Haven, Foothill Family, the American Heart Association, and the Department of Public Health.	Kwis strengthened its community partnerships through intentional relationship-building aligned to priorities identified in the Needs and Assets Assessment. Partnerships were developed and sustained through one-on-one conversations, follow-up meetings, and collaborative planning with community-based organizations, admin, and staff to ensure services addressed student and family needs related to wellness, family education, and student success. Guided by survey data indicating family interest in mental health resources, enrichment opportunities, and family-focused workshops, the school partnered with organizations such as the Pacific Clinics, ASES Del Haven, Foothill Families, Equity and Access, and our new partnership with PlayWorks to provide targeted supports. These partners contributed to parent workshops, student wellness activities, and service referrals, expanding access to on-site and community-based resources.

		Moving into next year we are excited to continue our partnership with PlayWorks, a program whose goal is to increase safe and healthy play by implementing new games and recess systems and providing professional development to adults during recess. We also hope to invite one or more of these organizations to our community school meetings so they can share and get feedback from all on the team.
Professional Learning	Staff has not yet received targeted training related to equity, trauma-informed practices, or community school strategies. Professional learning in this area is minimal.	Looking ahead, Kwis is committed to ongoing professional development that ensures all staff—certificated, classified, and support staff—continue to grow within a Community Schools mindset. Plans include: - Continued onboarding and refresher training on Community Schools pillars - Professional learning focused on culturally responsive practices, trauma-informed care, and family engagement - Opportunities for cross-role collaboration so all staff understand how their work contributes to whole-child outcomes - Leadership development opportunities that expand shared ownership beyond traditional roles These efforts will strengthen staff capacity, support sustainability, and ensure Community Schools practices are embedded into daily operations rather than existing as separate initiatives. This year, the Community School Site Specialist attended the Ethnic Studies and Community Schools Conference as well as participated in LACOE community schools visits with the principal. We hope next year for more interest and engagement from staff, supporting our community schools values.
Centering Community Based Learning	There has been some instruction connected to students' lived experiences or community context. Community-based learning is currently a focus area.	Kwis continues to focus on student and family-oriented activities designed to strengthen engagement and build trust within our school community. Kwis has strengthened its efforts to align family engagement initiatives with curriculum planning and support for vulnerable learners. Educators were provided structured time during grade-level meetings, staff meetings, and MTSS discussions to collaborate, problem-solve, and review curricular resources through an equity lens. These discussions focused on ensuring instructional materials and strategies addressed the needs of English learners, students with learning differences, and students requiring additional academic or social-emotional support.

		Throughout the year, our MTSS team, school leadership, and Community School Site Specialist met regularly to review student data, identify gaps, and align interventions with classroom instruction and family engagement efforts. Family-oriented activities and workshops were used as strategic tools to reinforce learning, build trust, and connect families to academic and enrichment support. This collaborative approach demonstrated increasing coherence between curriculum planning, MTSS structures, and Community School strategies, laying a foundation for continued integration and intentional support of diverse learners.
Progress Monitoring and Possibility Thinking	There are a few systems in place for measuring progress or reflecting on the potential of the Community School work such as the LCAP, SPSA, CHKS, and Universal Screener.	Kwis strengthened its data and evaluation practices to better support Community School implementation and continuous improvement. Data from the Needs and Assets Assessment, CHKS, attendance records, and participation logs were intentionally used to inform decisions related to family engagement, attendance initiatives, and targeted student support. This aligned approach allowed the school to monitor progress and prioritize equitable outcomes for students and families. A series of three meetings were held with students, staff, and families to review survey results and engage stakeholders in meaningful dialogue about priorities and next steps to best support student needs. Looking to next year, collaborative analysis of data, by leadership, staff, and the Community School Site Specialist is needed to support continuous improvement. This approach will strengthen alignment across initiatives, reinforce family partnerships, and contribute to a more collaborative school culture that supports student engagement and success.

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: (informal talk in teacher's lounge)
Classified staff	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Students	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Family members	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Community members	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (informal conversations with programs)

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

Beginning of year reflection	End of Year Reflection (To be completed at the end of the year)
At the beginning of the year there were already systems in place for our historically marginalized student and family groups. The SHQ (Student Housing Questionnaire) is used to identify and assist in the identification process of	We have continued to support our historically marginalized groups that were identified at the beginning of the school year. Initial outreach and individual conversations with staff, families, and students helped identify priority needs,

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

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

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

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

with particular attention to historically marginalized populations, including students experiencing homelessness, students with chronic absenteeism, English learners, students with disabilities, low-income families, and newcomer families. We have also continued to play an important role in supporting children with family custody issues establishing a safe and stable environment as well as providing access to resources, all while following legal guidelines.

With the development of the Needs Assessment Surveys, we are able to get additional targeted information to support families, students, and staff. Survey data from families, students, and staff provided Kwis with a comprehensive understanding of strengths, needs, and priorities across the school community. With high participation rates (families 88.7%, students 92.4%, staff 89.7%), the data offered reliable insight that has directly shaped program planning and implementation. Key findings highlighted a strong, positive school climate; trusting relationships; and a shared commitment to whole-child development, confirming that existing practices around culture, climate, and family engagement should be sustained and strengthened. The data also clearly identified areas for growth that have informed programmatic decisions. Families and students expressed a strong need for expanded academic supports, particularly in math, followed by reading and writing. In response, the school has prioritized the expansion of tutoring and intervention supports within MTSS and expanded learning programs. Survey feedback also revealed strong interest in enrichment and afterschool programs such as arts, sports, cooking, and hands-on activities, guiding efforts to align ASES offerings and plan additional enrichment opportunities that reflect student interests.

Survey data served as a central driver for program development and improvement at Kwis, guiding decisions related to academic supports, expanded learning, family engagement, and culture and climate. By using high-participation survey data to inform responsive programming and engagement strategies, Kwis continues to strengthen alignment with Community Schools goals while increasing access, participation, and impact for students and families.

Goals and Actions

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

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

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
1. Improve Student Academic Outcomes & Support By May 2026, Kwis Elementary will improve academic performance by reducing absenteeism, expanding targeted academic support, and strengthening systems that address students' holistic needs. As Evidenced By: - Increased overall school attendance rates - Demonstrated growth in ELA and Math on MAP assessments - Enhanced implementation and quality of Social-Emotional Learning (SEL) time - Development of new community partnerships to support student needs	Kwis Elementary School recognizes that student success is deeply influenced by the strength of its relationships with families and the broader community. By fostering stronger connections with families and staff, the school aims to create a more responsive and supportive environment. When schools and families work together, students are more likely to attend school consistently, engage in learning, and demonstrate growth across academic and social-emotional domains. Over the past few years, Kwis has experienced high levels of chronic absenteeism, which has impacted learning outcomes and overall school performance. This goal will focus on proactive Tier 1 attendance interventions, academic support systems, and stronger school-family partnerships to ensure students attend school consistently and achieve academic success. According to our Community School Needs Assessment Survey, students requested additional support in math (47%), followed by writing (36.5%) and reading (33.9%). 37% of families request additional academic support across the three areas, as well as counseling services for their children, and 65% of parents are interested in SEL programs for their children. Enhanced partnerships will allow for more robust SEL programming
2. Strengthen Family and Community Engagement By May 2026, Kwis Elementary School will see an increase in family and community engagement by 10%. As Evidenced By: On-going hosting of after-school Kwis Family Community Events	Kwis Elementary School understands that meaningful family and community engagement is a cornerstone of student success. When families and community members are actively involved in the educational experience, students benefit from a more supportive, inclusive, and enriched learning environment. This goal reflects a strategic effort to build stronger, more consistent connections between the school and the families it serves. By offering a variety of accessible and culturally responsive opportunities for

● Continuing to provide parent workshop opportunities to support families needs ● Add after-school activities for families to participate in throughout the year	involvement, Kwis Elementary aims to foster a sense of belonging and shared responsibility for student achievement and well-being. According to our Comprehensive Needs Assessment Survey, many students expressed interest in activities such as playing soccer (65%), arts and crafts (56%), movie nights, and game nights with family. Other suggestions include baking, gardening, and sporting events. Families request workshops on ESL classes, job training, and technology support for homework. 71% of families are interested in parenting classes. Of the staff, 54.5% want family workshops on student learning and development. By expanding these initiatives, Kwis Elementary will create a more inclusive school culture where families feel valued, informed, and empowered to contribute to their children's education.
3. Strengthen Community-Based Learning and Collaborative Leadership to Increase Engagement By May 2026, Kwis Elementary School will improve in community-based learning that builds on the rich, diverse cultural and linguistic backgrounds of students and families. It will also improve collaborative leadership that empowers and promotes shared commitment to co-creating a learning environment centered around community-based practices, improving students' sense of ownership and agency. As Evidenced By: ● Providing ethnic studies lessons and opportunities to acknowledge our diverse population fostering empathy, inclusion, and a deeper connection to learning ● Continue to grow our student leadership team to take an active role in shaping school culture, promoting peer engagement, and modeling inclusive leadership	Kwis Elementary School is committed to cultivating a learning environment that reflects and celebrates the rich cultural and linguistic diversity of its students and families. Community-based learning connects classroom instruction with students' lived experiences, cultural identities, and community knowledge. This approach not only enhances academic relevance but also affirms students' identities and builds bridges between home and school. At the same time, collaborative leadership empowers students, families, and staff to co-create a shared vision for learning, ensuring that all voices are heard and valued. According to our Comprehensive Needs Assessment survey, data showed that 84.1% feel their family culture or background is represented and respected at school, while 62.6% of our students feel cared about at our school and 63.2% feel like part of the school, while 35.1% said "sometimes" and 2 responses said "no." 50% of our staff feel we have collaboration among staff, families, and community partners. 90.3% of our families feel welcomed and supported by the school staff, there is a suggestion to focus on prioritizing Latino children's learning.

Measuring and Reporting Results

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

SMART Goal 1 - Improve Student Academic Outcomes

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Increase average daily attendance	-Track monthly and year-to-date attendance rates using Aeries -Compare data to the previous school year to measure percentage improvement	Average Daily Attendance Rate for Kwis was 93.10%	Average Daily Attendance Rate for Kwis 93.86%	
Decrease chronic absenteeism	-Monitor the number of students identified as chronically absent (missing 10% or more of school days). -Disaggregate data by grade level, subgroup, and intervention participation.	24% of the students chronically absent	21% of the students chronically absent	
Increase in student academic outcomes	-Analyze fall-to-spring growth in ELA and Math using MAP assessment reports. -Identify the percentage of students meeting or exceeding expected growth targets. -Use formative assessments and benchmark data to track student progress throughout the year. -Disaggregate academic data by student subgroups (e.g., English learners,	In ELA overall our achievement percentile is 31st. Our growth percentile is 47th In Math overall our achievement percentile is 44th and our growth percentile is 62nd	In ELA overall our achievement percentile is 40th. Our growth percentile is 53rd In Math overall our achievement percentile is 51st and our growth percentile is 54th	- A 5-point increase on the English Learner Progress Indicator (ELPI), from 34.7% to 39.7% on the LPAC

Monthly SEL topics	students with disabilities) to ensure equity in academic gains.			
	-Maintain and Monitor SEL Implementation and Impact -Maintain a monthly SEL theme calendar and ensure consistent lesson delivery across all classrooms. - Track classroom participation and lesson completion using a centralized system. - Monitor trends in behavior referrals, peer conflict reports, and school climate survey data. - Assess improvements in student self-regulation, empathy, and peer relationships over time through both qualitative and quantitative measures.	Establish baseline	Weekly SEL lessons were emailed to teachers focusing on one theme a month to share with their students Tracking did not happen as preferred; however, teachers did comment on appreciating the lessons sent to them A behavior log was implemented in the office for office referrals, but not done with consistency More work needs to be to build peer relationships and provide Second Step lessons to students	

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Action: Implement whole school attendance incentives	The Community School Site Specialist at Kwis aims to use a Tier 1 strategy to improve school wide daily attendance	Community School Site Specialist Principal Classroom teachers	Launch by September 2025, with monthly progress tracking through May 2026.

Action: Establish academic support programs within the school setting and with community partners. -Partner with local colleges, libraries, or nonprofits for tutoring. -Schedule after-school academic support sessions. -Monitor and evaluate student progress. -Use MAP Growth data to identify students needing intervention. Hold quarterly data meetings with staff and partners (MTSS Team to adjust supports).	The Community School Site Specialist at Kwis will work with teachers, the MTSS Team and TOSA, community partnerships, and students to increase the area of Growth on the MAP assessments	Community School Site Specialist Principal Teachers MTSS TOSA Community Partnerships Academic Interventionists	Initial planning - July and August Identify students needing support - September Implement the systems of support by October Ongoing meetings to access and adjust supports
Action: Develop a schoolwide SEL calendar with monthly focus topics. -Assign monthly SEL themes (e.g., empathy, resilience, self-awareness). -Integrate SEL lessons into classroom instruction and assemblies. -Invite guest speakers or facilitators from mental health organizations. -Provide family SEL workshops to reinforce learning at home.	The Community School Site Specialist at Kwis will work with students, community partnerships, teachers and staff to strengthen social emotional skills	Community School Site Specialist Teachers Community Partnerships Culture Climate Interventionist	Launch by August 2025, with monthly progress tracking through May 2026.

SMART Goal 2 - Strengthen Family and Community Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Build stronger relationships and increase family participation in school life.	Sign in sheets for activities Pre and Post surveys	Establish baseline	Three cultural community event nights October attendance = 200+	We are shifting this goal to an attendance goal reducing overall chronic absenteeism

Empower families with tools and knowledge to support student success	Surveys Sign in sheets	Establish baseline	January attendance = 40+ February attendance = 80+ Flyers (multilingual)	from 21% to 18% with targeted reductions for students with disabilities from 25% to 23%
Create opportunities for families to engage in shared learning and recreation.	Sign in sheets Community partnership reports	Establish baseline	Five parent workshops ATTENDANCE Workshop 1 = 11 Workshop 2 = 8 Workshop 3 = 12 Workshop 4 = 2 Workshop 5 = 8	

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Action: Plan and schedule engaging family events throughout the school year. -Create a yearly calendar of events (e.g., Literacy Night, Cultural Celebrations, STEM Family Night).	The Community School Site Specialist at Kwis will increase cultural family night events throughout the school year ensuring the events are inclusive and culturally responsive	Community School Site Specialist Principal Culture and Climate Interventionist Planning committee	Launch by August 2025, with monthly progress tracking through May 2026.

-Form a planning committee including staff, parents, and community members. -Promote events through flyers, social media, and multilingual communication. Action: Ensure events are inclusive and culturally responsive. -Incorporate diverse cultural traditions and languages into event themes. -Provide interpretation services and childcare during events. Action: Offer monthly workshops on relevant topics. -Survey families to identify workshop interests (e.g., digital literacy, homework help, mental health). -Partner with local experts or organizations to lead sessions. -Track attendance and gather feedback to improve future offerings. Action: Make workshops accessible and engaging. -Offer sessions in multiple languages and at flexible times (evenings/weekends). -Provide take-home resources Action: Develop a variety of family-inclusive after-school programs.	The Community School Site Specialist at Kwis will increase the number of parent workshops and add family workshops based on the needs and wants of the school community ensuring the workshops are accessible and engaging	Community School Site Specialist Principal Community Partners Culture and Climate Interventionist	Launch by August 2025, with monthly progress tracking through May 2026.
	The Community School Site Specialist at Kwis will	Community School Site Specialist	Launch by September 2025, with monthly progress tracking through May 2026.

-Launch activities such as family art nights, fitness classes, or sports games. -Collaborate with community partners to co-host or sponsor activities. -Promote consistent participation and community building. -Highlight family participation in newsletters, social media posts and school assemblies.	establish new family-inclusive after-school programs/activities	Principal Community partners	
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SMART Goal 3 - Strengthen Community-Based Learning and Collaborative Leadership to Increase Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Foster empathy, inclusion, and deeper learning connections through ethnic studies and cultural acknowledgment.	Keep track of the number and frequency of ethnic studies lessons delivered across grade levels. Monitor attendance at cultural events and celebrations. Distribute feedback forms to students, families, and staff to evaluate the impact and inclusivity of events.	Establish baseline	Ten ethnic studies themes with weekly ethnic studies lessons delivered each month October attendance = 200+ January attendance = 40+ February attendance = 80+ Flyers (multilingual) Needs and Assets Assessment given and over 60% of each group feels involved and welcomed	We are shifting this goal to strengthen SEL and mental health to increase meaningful participation on the CHCKS survey

Action: Involve student leaders in school decision-making and events. -Assign student leaders to participate in school committees and planning teams. -Encourage student-led initiatives such as peer mentoring, school climate campaigns, and service projects.			
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Overall Reflection

To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please provide an overview of the most impending challenges during the implementation of the CCSPP grant. Please also describe any solutions you have developed to address them and additional supports or changes to the CCSPP program and technical assistance that could be useful. Please provide a one-half to one-page narrative for this prompt.

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

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

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

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

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

Whole Child Supports

This section is aligned with the [Whole Child Supports Inventory](#)

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

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

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Yes		✓			
Mental health Screening and Services	Yes	✓	✓			✓
Nutrition Services and Support	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
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)	Yes	✓			✓	
Summer Programs	Yes	✓			✓	
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	Yes	✓		✓		
Parent 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
Student Leadership Development and Opportunities	Yes	✓	✓			✓
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	✓	✓	✓	✓	✓
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes	✓			✓	
Home Visits	No					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	✓	✓		✓	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	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
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	✓	✓		✓	✓
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	Yes		✓	✓	✓	
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					
Insert additional rows to include your local supports, practices, etc.						