



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

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

Historical Quantitative Data			
	SY 22-23	SY 23-24	SY 24-25
Graduation Rate	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Chronic Absenteeism Rate	39.7%	23.1%	24.9%
Suspension Rate	2.9%	0.5%	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, attendance data).
Student Engagement	<p>Beginning in January 2025, California Elementary expanded student engagement opportunities by offering structured lunchtime activities Tuesday through Thursday, coordinated collaboratively by the Community School Site Specialist, Culture and Climate team, and school counselor. These activities provided consistent, supervised opportunities for students to connect with peers and staff during the school day. On average, 50–60 students per day participated in lunchtime activities, reflecting increased student interest and engagement during unstructured time.</p> <p>Throughout the school year, California Elementary also offered a diverse range of enrichment and support programs, including Del Haven After-School Program, Art Club, Spanish Club, Youth Science Center, My 1 of 1, Robotics, Student Council, Pickleball, Sign Language Club, Science Olympiad, and Tutoring. In addition to lunchtime programming, the school expanded opportunities through academic intervention, after-school enrichment, tutoring, student council, community-building activities, and the Del Haven after-school program. Participation rosters indicate that over 150 students engaged in at least one enrichment or intervention program during the spring semester. Student feedback</p>

Implementation Plan Template (2025-2026)

	<p>and informal observations show increased enthusiasm for these programs, particularly those offering social connection and enrichment aligned with student interests.</p> <p>Attendance data suggests a positive relationship between engagement strategies and short-term attendance motivation. Monthly attendance incentive programs encouraged students to work toward attendance goals, and staff observed increased student excitement and participation surrounding incentive celebrations. These efforts supported daily engagement and attendance awareness, contributing to an overall average daily attendance rate of 93.35% during the 2025–2026 school year. However, despite these gains, chronic absenteeism remains a significant challenge, with California Dashboard data reporting a chronic absenteeism rate of 24.9% during the 2025, indicating the need for continued, targeted interventions.</p> <p>To address this ongoing need, the school is shifting toward more targeted, relational attendance strategies. Next steps include identifying students with chronic absenteeism through Aeries and MTSS processes, implementing regular check-ins with trusted adults, increasing family outreach, and connecting students to enrichment and wellness supports that strengthen school belonging. These efforts reflect an intentionally evolving approach to attendance improvement, moving beyond incentives toward relationship-based support and a more engaging, inclusive school climate aligned with the Community School model.</p>
<p>Family Engagement</p>	<p>Family engagement at California Elementary increased steadily through volunteer opportunities and expanded family programming. This growth is reflected in participation data, including a 48.8% parent completion rate on the Needs and Assets Survey, which provided valuable insight into family priorities and areas of need. Families participated in both one-time and year-long volunteer roles, supporting classrooms, events, and schoolwide activities. Beginning in January 2025, the school introduced monthly family events, which quickly gained strong participation. Attendance grew to an average of 50–80 families per event, requiring two sessions to accommodate demand.</p> <p>Family engagement continued to strengthen into the 2025–2026 school year, with increased turnout at events and a growing number of families expressing interest in supporting school activities. These trends reflect a strong sense of community and shared responsibility for student success. Community Schools partnered with the PTO and Del Haven to sustain monthly family events and expand opportunities, including cultural celebrations, academic-support activities, and community-building experiences.</p> <p>In addition to events, family capacity was strengthened through workshops and resource-based supports aligned to needs identified in the Needs and Assets Assessment. Families participated in sessions focused on wellness, mental health resources, financial literacy, and strategies to support student learning at home. Leadership opportunities also</p>

Implementation Plan Template (2025-2026)

	<p>expanded as parents supported event planning, volunteered regularly, and contributed feedback through surveys and informal conversations.</p> <p>Participation data, volunteer sign-ups, and ongoing survey feedback will continue to guide improvements. These efforts demonstrate growing family engagement, increased capacity-building, and meaningful progress toward shared ownership within the Community School model.</p>
<p>Staff Engagement</p>	<p>Overall, staff engagement at California Elementary remained strong, reflecting a shared commitment to student success and community building. Approximately 85–90% of certificated and classified staff supported at least one schoolwide event, spirit day, or Community School activity, and 80–90% participated in Community School-aligned professional development focused on attendance, MTSS alignment, family engagement, and school climate.</p> <p>As new activities, spirit days, and family events were introduced, staff demonstrated increased collaboration and adaptability. Informal feedback indicated that staff enjoyed seeing higher student engagement and increased family participation. Collaboration was supported through planning meetings, grade-level collaboration, MTSS discussions, and leadership team meetings, where responsibilities and ideas were shared.</p> <p>To build staff capacity and flexibility for supporting after-school and extended learning events, leadership emphasized clear communication, advance planning, and shared ownership through rotating responsibilities and recognition of staff contributions. While continued growth is needed, progress this year reflects strengthening collaboration, shared leadership, and a positive school culture that enhances the experience for students and families.</p>
<p>Community Engagement</p>	<p>Community engagement at California Elementary has continued to grow through the development of strategic partnerships with more than 10 community organizations and local businesses, including Raising Cane’s, Baskin Robbins, Chick-fil-A, Raspado Zone, Northgate, the American Heart Association, and Pacific Clinics. These partnerships have supported schoolwide initiatives by providing incentives, wellness programming, and family-centered resources that reinforce attendance, engagement, and a positive school climate.</p> <p>During the 2025–2026 school year, collaboration with the Equity and Access Department expanded the school’s capacity to meet basic needs through partnerships with Supervisor Hilda Solis, Feed the Children, and God’s Pantry. Through these efforts, the school distributed food and essential resources and established a dedicated resource room to provide ongoing access to supplies and community information. Beginning in November 2025, God’s Pantry has served approximately five families each month through a rotating model that allows additional families to benefit over time. In addition, the resource room supports an average of 10–15 families monthly, helping to reduce barriers related</p>

Implementation Plan Template (2025-2026)

	<p>to food insecurity and access to basic necessities. These supports strengthened family capacity and contributed to more consistent student participation in learning.</p> <p>Participation in community-supported events and activities increased, with families regularly attending school events connected to partner programming and incentives. These partnerships not only enhanced student engagement but also fostered stronger relationships between families and the school, reinforcing shared responsibility for student success.</p> <p>Next steps include deepening collaboration with existing partners and expanding local business involvement to support additional incentives, enrichment opportunities, and family supports. The school will continue using Needs and Assets data to guide partnership development, with a focus on sustainability, capacity-building, and strengthening community ties as Community School implementation progresses.</p>
--	--

Capacity-Building Strategies

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

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	Our staff, families, and students now have a clear understanding that California Elementary is officially a Community School. Following the completion of the Capacity-Building Progress Gauge, California Elementary is currently positioned in the Transforming stage. Information regarding the Community School strategy is consistently communicated, refined, and reinforced through	California Elementary has demonstrated intentional and measurable progress in its implementation of the Community School model and is currently transitioning from the Engaging phase toward the Transforming phase, as evidenced by the Capacity-Building Progress Gauge results.

Implementation Plan Template (2025-2026)

	<p>school-wide events, announcements, and both internal and external communications in English and Spanish to ensure responsiveness to our community’s needs. Resources are disseminated via multiple platforms, including social media, flyers, newsletters, and ParentSquare, to maximize accessibility and engagement.</p>	<p>Staff, families, and students share a clear and consistent understanding that California Elementary is officially designated as a Community School. This shared understanding has been cultivated through ongoing, schoolwide communication efforts that intentionally reinforce the Community School vision, strategy, and core principles. These efforts include consistent messaging delivered through school events, meetings, and multilingual communication platforms.</p> <p>In addition, California Elementary provides ongoing opportunities for community feedback, families and staff are invited to participate in focus groups, collaborative planning, and shared decision-making processes that inform schoolwide practices and priorities. Participation data collected through surveys and engagement activities are monitored to assess impact and guide continuous improvement.</p>
<p>Collective Priorities: Setting Goals and Taking Action</p>	<p>Stakeholders have a clear understanding of the school’s goals and implementation process. During monthly council meetings, these goals are reviewed, and collaborative discussions are held to generate ideas for strengthening our community.</p> <p>As the process advances, the school has developed a comprehensive plan to conduct a thorough needs and assets assessment. Based on these findings, California Elementary has established a shared leadership structure that prioritizes key topics, goals, and challenges, forming the initial focus areas for transformational change.</p>	<p>As implementation has progressed, California Elementary has developed and initiated a comprehensive needs and assets assessment process.</p> <p>Participation has been intentionally broadened through multiple engagement methods, including council meetings, surveys, workshops, and schoolwide events. As a result, approximately 45% of stakeholder groups participated in priority identification, including:</p> <ul style="list-style-type: none"> • 12 advisory council meetings held during the school year with an average attendance of 7 participants per meeting • Schoolwide Needs and Assets surveys were distributed to families, staff, and students, resulting in over 291 total responses. Participation included 131 out of 264 parents (48.8%), 139 out of 139 students in grades 3–5 (100%)

Implementation Plan Template (2025-2026)

		<p>participation), and 32 out of 60 staff members, ensuring a broad stakeholder voice to inform community school planning and partnership development.</p> <ul style="list-style-type: none"> Community engagement 8 events, 18 English/Computer parent class, and 17 workshops where feedback and input were gathered
<p>Collaborative Leadership</p>	<p>Families and staff actively engage in decision-making forums such as the Community School Advisory Council, where their input directly informs and shapes school programming. Together, we are developing programs and initiatives that advance the Community School model and strengthen our collective impact.</p> <p>To ensure equitable participation, interpretation and translation services are provided, enabling diverse stakeholders to contribute meaningfully to these collaborative processes.</p>	<p>California Elementary strengthened shared leadership by establishing more intentional, formal structures that expanded participation beyond initial engagement. The Community School Advisory Council operates as a formal shared leadership body including administrators, certificated and classified staff, families, and emerging student representation, and supports democratic decision-making through data review, collaborative dialogue, and consensus-based planning. The council met monthly, with average attendance 9 participants, using agendas aligned to Community School priorities.</p> <p>Leadership development opportunities increased to support meaningful participation across stakeholder groups. Families assumed leadership roles within advisory meetings, supported planning of engagement activities, and shared input through surveys and focus groups. Students contributed voice through surveys, focus groups, and grade-level discussions related to enrichment, attendance supports, and sense of belonging. Community organizations and local partners are in the early stages of engagement, with initial conversations focused on potential collaboration related to wellness, mental health, and extended learning; strengthening these partnerships remains a priority.</p> <p>To promote equitable access, interpretation and translation services were consistently provided, and bilingual communication expanded through newsletters, ParentSquare,</p>

Implementation Plan Template (2025-2026)

		<p>flyers, and social media. Communication structures were strengthened through regular updates shared at staff meetings, advisory council meetings, and family events.</p> <p>Quantitative data reflects progress, with over 200 stakeholders participating in surveys, 12 advisory council meetings held, and multiple focus groups and interviews conducted. Feedback informed the CSCIP, aligned with SPSA goals, and guided priority setting. While continued refinement is needed, these efforts demonstrate clear progress in shared leadership and position the school to continue advancing toward the Transforming phase.</p>
<p>Coherence: Policy and Initiative Alignment</p>	<p>We are steadily making progress and have observed notable improvements in attendance, student engagement, and participation in school activities. Staff members are beginning to collaborate on ideas for this school year, particularly those aligned with the Community School model. Additionally, they are actively assisting in outreach by informing families about upcoming events, attendance initiatives, and potential community partnerships. Attendance has remained a primary focus throughout this school year. To support this goal, we have implemented five incentive programs designed to recognize and reward students and classrooms for their efforts in improving attendance across the school.</p>	<p>California Elementary made intentional progress aligning attendance, academic supports, and student engagement through a Community School lens. School leadership, staff, and the Community School Site Specialist collaborated to integrate attendance strategies within MTSS, expanded learning, and schoolwide climate supports, creating greater coherence between LEA priorities and Community School implementation.</p> <p>Attendance remained a primary focus and was addressed using Aeries data and MTSS processes to identify students experiencing chronic absenteeism. The school implemented five attendance incentive programs to recognize and motivate students and classrooms, while providing targeted support such as family outreach, relational check-ins, and connections to enrichment opportunities. Although chronic absenteeism remains an area for continued improvement, increased student participation, engagement, and motivation were observed across grade levels.</p> <p>Staff collaboration strengthened as teachers, intervention teams, and support staff aligned attendance interventions with academic instruction and wellness support. Expanded learning</p>

Implementation Plan Template (2025-2026)

		<p>programs, including tutoring and enrichment activities, were intentionally used to improve school connectedness for students with attendance challenges. Families were engaged through consistent communication, attendance celebrations, and outreach aligned with LEA prevention-focused attendance policies.</p> <p>While partnerships with community organizations are still developing, this year established clearer alignment across systems and improved coherence between attendance, engagement, and student support initiatives. California Elementary remains in the Engaging phase, but the progress made reflects intentional movement toward more integrated Community School practices.</p>
<p>Staffing and Sustainability</p>	<p>Staffing roles are gradually being defined, and discussions regarding long-term sustainability are in the initial stages. This school year, we have added a Climate and Culture Specialist to support the Community Schools program and an MTSS TOSA to assist with intervention efforts. Additional strategic planning is required to ensure alignment of positions and resources with long-term goals, thereby promoting continuity and effectiveness in advancing the Community School model.</p>	<p>By the end of the school year, staffing roles supporting the Community School model at California Elementary became more clearly defined and better aligned with schoolwide priorities. The addition of a Climate and Culture Specialist and an MTSS TOSA strengthened coordination around attendance, student engagement, and targeted interventions, particularly for students experiencing chronic absenteeism and social-emotional needs. Collaboration among administrators, the Community School Site Specialist, and support staff improved alignment with LEA initiatives such as MTSS and attendance improvement. While long-term sustainability planning is still in development, this year established a stronger foundation for intentional role alignment and coordinated use of resources moving forward.</p>
<p>Strategic Community Partnerships</p>	<p>California Elementary has successfully established numerous partnerships within the community. In collaboration with potential partners, the school has explored opportunities for mutual contribution and benefit within the Community School framework and has facilitated parent workshops to strengthen family engagement.</p>	<p>California Elementary 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 and local businesses to</p>

Implementation Plan Template (2025-2026)

	<p>Through partnerships with the Los Angeles Department of Mental Health, Care Solace, Adult Education, the American Heart Association, Pacific Clinics, and SchoolsFirst Federal Credit Union, we have initiated programs designed to enhance our school community and promote shared responsibility. Additionally, we have partnered with local businesses such as Raspado Zone, Raising Cane’s, Chick-fil-A, and Baskin Robbins to provide student incentives, reinforcing positive behaviors and engagement.</p>	<p>ensure services addressed student and family needs related to wellness, family education, attendance engagement, and access to resources.</p> <p>Guided by survey data indicating family interest in wellness supports and hands-on enrichment opportunities, the school partnered with Breathe Southern California to launch Phase 1 of the California Elementary Community Garden. This initiative focuses on promoting health education, environmental awareness, and family engagement. To support the implementation of Phase 1, the school accepted in-kind donations and materials from Northgate, Home Depot, Starbucks, and Winchell’s, which allowed the garden to be established and become operational. This collaboration reflects coordinated efforts between community partners and local businesses to support student learning and family well-being beyond the classroom.</p> <p>In addition, the school partnered with organizations such as the Los Angeles Department of Mental Health, Care Solace, Pacific Clinics, Adult Education, the American Heart Association, and SchoolsFirst Federal Credit Union to provide targeted supports aligned to identified needs. These partners contributed to parent workshops, student wellness activities, and referrals to community services, expanding access to both on-site and community-based resources. In total, the school maintained 10 active community partnerships, several of which provided ongoing services and informational sessions throughout the school year.</p> <p>Local business partnerships, including Raspado Zone, Raising Cane’s, Chick-fil-A, and Baskin Robbins, further supported student engagement through incentives connected to attendance, behavior, and participation in schoolwide events.</p>
--	--	--

Implementation Plan Template (2025-2026)

		<p>These efforts complemented attendance initiatives and reinforced positive behaviors, with over 200 students and families participating in partner-supported events, workshops, or activities during the school year.</p>
<p>Professional Learning</p>	<p>We are progressively defining roles within the Community School framework. To establish a professional system that aligns with our school’s implementation plan, additional planning and targeted training are required. Our current focus is on aligning professional learning opportunities with the Community School strategy and strengthening professional development in areas where gaps have been identified.</p>	<p>California Elementary made progress in clarifying roles and aligning professional learning with the Community School framework. Using data from the Needs and Assets Assessment, CHKS, attendance data, and staff feedback, leadership identified priority professional development areas related to student engagement, attendance, wellness, MTSS alignment, and family partnerships. During the year, 80–90% of certificated and classified staff participated in Community School-aligned training delivered through staff meetings, planning meetings, and collaborative team discussions. Emerging professional learning needs for families, students, and community partners were also identified. Foundational training occurred this year, with deeper and more targeted capacity-building planned for the next school year.</p>
<p>Centering Community Based Learning</p>	<p>Currently, our primary initiatives focus on family-oriented activities designed to strengthen engagement and build trust within our school community. These efforts are not just events, they are strategic steps toward creating a more inclusive and supportive environment for all families. Every new and existing curricular resource is carefully vetted to ensure it meets the needs of our most vulnerable learners, including English learners and students with learning differences. This intentional approach demonstrates our commitment to equity and excellence, ensuring that no student is left behind.</p> <p>By prioritizing family engagement and aligning resources with diverse learning needs, we are laying the foundation for a stronger, more connected school community—one that</p>	<p>California Elementary 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.</p> <p>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</p>

Implementation Plan Template (2025-2026)

	<p>empowers families, supports students, and advances our vision for a thriving Community School model.</p>	<p>demonstrated increasing coherence between curriculum planning, MTSS structures, and Community School strategies, laying a foundation for continued integration and intentional support of diverse learners.</p>
<p>Progress Monitoring and Possibility Thinking</p>	<p>We have revisited our data and evaluation collection strategy to ensure alignment with the community-based vision emerging from the needs and assets assessment, as well as compliance with CCSPP requirements. This intentional approach allows us to collect meaningful data that informs decision-making and drives equitable outcomes.</p> <p>Based on the findings, we have expanded family engagement initiatives by incorporating additional family events, which have resulted in increased parent participation. To maximize outreach, we have implemented a multi-channel communication strategy, including distributing flyers, providing sign-up forms, and actively recruiting parent volunteers.</p> <p>These efforts reflect our commitment to using data as a catalyst for action, strengthening family-school partnerships and fostering a collaborative environment that supports student success.</p>	<p>California Elementary 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.</p> <p>Based on survey findings and participation data, family engagement efforts were expanded through additional family events and workshops, resulting in increased parent participation compared to earlier in the year. Multi-channel communication strategies, including flyers, sign-up forms, and direct outreach by staff, supported broader awareness and engagement. These strategies also helped recruit parent volunteers and strengthen ongoing family-school connections.</p> <p>Throughout the year, data was reviewed collaboratively with leadership, staff, and the Community School Site Specialist to assess effectiveness and make adjustments as needed. These efforts reflect a growing use of data as a tool for action and alignment, strengthening family partnerships and supporting a more collaborative environment that advances student engagement and success.</p>

Implementation Plan Template (2025-2026)

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school’s needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Educators	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Classified staff	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Students	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Family members	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises

Implementation Plan Template (2025-2026)

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

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

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>We conducted focus groups to explore shared decision-making and held individual discussions with staff, families, and students to identify priority needs. Throughout this process, we were intentional in including families and students from historically marginalized groups, including those experiencing homelessness under McKinney-Vento, students in foster care, individuals with disabilities, low-income families, English learners, and newcomers. These engagement strategies provided valuable qualitative insights that complemented quantitative survey data. Leveraging these findings, the school will prioritize expanding outreach efforts, strengthening communication, and delivering ongoing support to ensure the needs and assets of historically underserved student and family populations are thoroughly assessed and addressed. These actions aim to foster equity and promote improved educational outcomes for all students.</p>	<p>By the end of the school year, California Elementary took intentional steps toward strengthening inclusive and equitable engagement practices. While focus groups and one-on-one conversations have not yet been fully implemented on a regular basis, planning efforts began to establish these strategies as part of future shared decision-making processes. Initial outreach and individual conversations with staff, families, and students helped identify priority needs, with particular attention to historically marginalized populations, including students experiencing homelessness, students in foster care, English learners, students with disabilities, low-income families, and newcomer families.</p> <p>Engagement efforts to date have been supported through translation and interpretation services, flexible communication methods, and accommodations, ensuring accessibility and inclusion. Qualitative insights gathered through these early conversations complemented survey data from the Needs and Assets Assessment and CHKS, highlighting the need to strengthen communication, expand targeted outreach, and improve follow-up support.</p> <p>Based on these findings, the school has identified next steps that include launching regular focus groups, increasing one-on-one outreach,</p>

Implementation Plan Template (2025-2026)

	strengthening multilingual communication, and formalizing follow-up support for identified student and family groups. Ongoing supports are being planned in alignment with MTSS, counseling services, and family engagement strategies to ensure feedback informs future programming. These actions reflect a growing commitment to systematic engagement and equity-centered planning as the school continues progressing within the Engaging phase of Community School implementation.
--	--

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)
<p>Goal 1: Strengthen Family & Community Engagement</p> <p>By May 2026, family and community engagement will increase at California Elementary as evidenced by:</p> <ul style="list-style-type: none"> • Increase the number of partnerships and collaborations with community and district organizations by a 20% • An increase in parent participation in workshops and events by a 50% 	<p>Based on the Asset and Needs Assessment Survey, staff at California Elementary identified several key strategies to enhance family involvement. The most significant recommendation, supported by 56.5% of staff, is to offer family workshops focused on student learning and development. This is followed by 21.7% of staff advocating for more volunteer opportunities for parents and guardians, and 13% suggesting more flexible parent-teacher meeting options.</p> <p>Students expressed that events such as movie nights and art workshops would encourage greater family engagement and provide opportunities for enjoyable family activities.</p>

Implementation Plan Template (2025-2026)

<ul style="list-style-type: none"> An increase in responses on parent engagement to help us measure what they like/dislike by a 10% 	<p>Based on the Asset and Needs Assessment, parental involvement, 71.6% of parents reported feeling very involved in their child's education, while 27% felt they were only sometimes involved. Additionally, 35.1% of parents who currently do not volunteer expressed a desire to do so, and 25.7% indicated that they already volunteer regularly at the school.</p>
<p>Goal 2: Improve Student Academic Outcomes</p> <p>By May 2026, student academic outcomes and reduce chronic absenteeism will increase at California Elementary as evidenced by:</p> <ul style="list-style-type: none"> Increase academic skills support, expand integrated support in math, reading and writing by a 10% Decrease chronic absenteeism by a 10% Increase student participation in during and after-school programs, including tutoring, enrichment activities, lunch-time events, and family gatherings, by 10%. 	<p>According to the California School Dashboard, California Elementary has a chronic absenteeism rate of 23.1%, reflecting a decrease of 16.7%. Among English Learners, the chronic absenteeism rate stands at 24.1%, with a decline of 17.9%. Students with disabilities have a chronic absenteeism rate of 30.6%, showing a reduction of 18.2%.</p> <p>The Asset and Needs Assessment Survey reveals that 30.4% of staff believe California Elementary School effectively addresses non-academic barriers to learning. This underscores the need for professional development in positive reinforcement strategies and early identification of chronic absenteeism. Additionally, 71.6% of families report feeling involved in their child's education, indicating potential for deeper engagement. Strengthening family connections to the school and emphasizing the critical link between consistent attendance and long-term success can significantly improve overall attendance rates.</p>
<p>Goal 3: Increase More After School Enrichment Programs & Wellness Services</p> <p>By May 2026, more after school enrichment programs and wellness services at California Elementary as evidenced by:</p> <ul style="list-style-type: none"> Increase mental health and wellness resources for students by a 20% Attain a 10% increase in participation in holistic health and mental wellness lessons, activities, and events (counselor-led workshops, community schools-led workshops and activities). 	<p>The Asset and Needs Assessment Survey indicates that 70.8% of parents desire more family fun nights. Additionally, 59.6% of students expressed interest in increased sports activities, while 57.9% would like more art programs. Among staff, 60.9% advocate for additional funding for staff and supplies, and 21.7% seek more partnerships with local programs.</p> <p>Furthermore, the survey reveals that 76% of parents believe their child's emotional and mental well-being is excellent. However, 43.5% of staff emphasize the need for on-site mental health counseling. While 62.3% of students report good mental health, 29.8% occasionally feel down.</p>

Implementation Plan Template (2025-2026)

<ul style="list-style-type: none"> Realize a 20% increase in the overall sense of belonging among students, with at least 72% of students agreeing or strongly agreeing that they feel part of the school community, as measured by the California Healthy Kids Survey. 	<p>These insights highlight the importance of enhancing family engagement, expanding extracurricular activities, securing additional resources, and addressing mental health needs to foster a supportive and thriving school environment.</p>
--	--

Measuring and Reporting Results

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

SMART Goal 1: Strengthen Family & Community Engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
<p>Goal 1: Strengthen Family & Community Engagement</p> <p>1. Increase parent participation in workshop events.</p>	<p>1. Sign sheets</p>	<p>1. We had 6-8 parents attend for the parent workshops for the 2024 - 2025 school year</p>	<p>1. We had 6-8 parents participate in the workshops in the 204-2025 school year</p>	<p>1. By the end of May 2026, the goal is to increase parent participation by 50%</p>
<p>2. Feedback Collection: Address the needs of the parents with the workshops and see if</p>	<p>2. a. Focus Groups: Conduct small group discussions to gather in-depth insights for them to provide feedback.</p>	<p>2. Will collected qualitative data</p>	<p>2. None</p>	<p>2. By May 2026, we want to collect qualitative data that reflects positive feedback from 60% of attendees.</p>

Implementation Plan Template (2025-2026)

these are strategic to them	b. Increase positive response in the CHKS survey and in other surveys			
3. Monitor the number of Active Strategic Partnerships and Community Organization	3. a. Conduct surveys to ensure the quality of services provided. b. Maintain a comprehensive inventory of all active partnerships and collaborations, detailing the types of support services and opportunities provided.	3. a. 0% data, to be collected b. California Elementary Community Partners at the moment are 10	3. 7 new community partners and collaborations	3. By May 2026, we want to increase our partnerships by 40%

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
1. Enhance Communication Channels	1. Establish regular and transparent communication with families through newsletters, emails, and social media. Create a dedicated portal for parents to access school updates, resources, and event information. Set up A-signs by the sidewalk as the	<ul style="list-style-type: none"> Principal CS Specialist Culture and Climate Interventionist 	1. To start in August of 2025, and track through May 2026

Implementation Plan Template (2025-2026)

	parents drive up they are visible to them.		
2. Promote Family Involvement in School Activities	2. Organize family-oriented events such as workshops, fun nights, and volunteer opportunities. Collaborate with PTO and Del Haven (After-school program) host monthly family events.	<ul style="list-style-type: none"> Principal CS Specialist PTO Culture and Climate Interventionist Del Haven (After-school program) 	2. To start in August 2025, and track attendance throughout the school year until May 2026.
3. Build Community Partnerships	3. Collaborate with local organizations, businesses, and community leaders to support school programs and initiatives by 40%.	<ul style="list-style-type: none"> Principal CS Specialist Culture and Climate Interventionist PTO Del Haven (After-school program). 	3. To start in August 2025, and continue through May 2026.

SMART Goal 2 Improve Student Academic Outcomes & Reduce Chronic Absenteeism

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Goal 2: Improve student academic outcomes 1. Attendance: Monitor the chronic absenteeism rates	1. Monitor the number of absences using Aeries Analytics and the CA Dashboard, aiming for a 30% decrease in chronic	<ul style="list-style-type: none"> California Dashboard 2024: Chronically Absent: 23.1%, English Learners 24.1%, Students with Disabilities 30.6% 	<ul style="list-style-type: none"> For the 2024-2025 school we had four incentives in place for attendance. We had the class with the highest percentage rate, weekly check ins with chronic 	<ul style="list-style-type: none"> The goal by May 2026, is to decrease our number of chronically absence by 10%

Implementation Plan Template (2025-2026)

	absences. Data-Driven Strategies: Use data to identify patterns and root causes of absenteeism.		absenteeism, monthly attendance, and California Banner.	
2. Monitor student academic progress: Using MAP scores and the CA Dashboard. Aim for a 10% increase in both ELA and Math CAASPP scores as measured by the CA Dashboard	2. Collect and analyze baseline MAP scores and CA Dashboard data for ELA and Math CAASPP scores.	<ul style="list-style-type: none"> California Dashboard 2023: Academic Performance all students: Math 53.6% below standard, English Learners 61.5% making progress 	<ul style="list-style-type: none"> California Dashboard 2024: Academic Performance all students: Math 40.7% below standard, English Learners 51.2% making progress 	<ul style="list-style-type: none"> The goal by May 2026, is to increase the ELA and Math proficiency rates by 10% as indicated by CAASPP scores
3. Monitor student participation in academic intervention and enrichment programs.	3. Diagnostic Assessments: Pre-assessments that determine students' existing knowledge and skills. Monitor attendance throughout the year using sign-in sheets or digital systems, and conduct periodic reviews to track progress. Gather feedback from students, parents, and facilitators to understand participation trends and make necessary adjustments.	<ul style="list-style-type: none"> 0% data collected for 2023-2024 school year 	<ul style="list-style-type: none"> On average a total of 6-7 students attend after school at California Elementary 	<ul style="list-style-type: none"> The goal by May 2026, is to have a 10% increase in student participation in academic intervention and enrichment programs.

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
----------------------------	-------------	-----------------------	----------

Implementation Plan Template (2025-2026)

Briefly describe the action here	Describe the action		
<p>1. Address Barriers to Attendance and Incentive Program</p>	<p>1. Continuously monitor attendance data and provide feedback to students, parents, and staff. Regular reports can help track progress and identify areas needing improvement. Implement a school wide attendance incentives such as the class with the highest percentage rate for the month, monthly attendance rewards for those students with one or zero absences in each month, students that have shown improvement in their attendance for previous month, and class competition of who colors the California banner before the deadline will be rewarded.</p>	<ul style="list-style-type: none"> ● Principal ● CS Specialist ● Teachers ● PTO ● MTSS TOSA ● Culture & Climate Interventionist ● Counselor 	<ul style="list-style-type: none"> ● To start in August 2025, and goal is to increase our attendance by 20% and increasing each school year with certain modifications if needed
<p>2. Promote Extracurricular Activities and improve</p>	<p>2. Encourage participation in sports, arts, and other</p>	<ul style="list-style-type: none"> ● Principal ● CS Specialist 	<ul style="list-style-type: none"> ● To start September 2025, our goal is to increase more family activities, parent

Implementation Plan Template (2025-2026)

<p>participation in intervention, and enrichment programs</p>	<p>extracurricular activities to increase student engagement and connection to the school. These activities can make school more enjoyable and meaningful for students. Collaborate with local organizations and programs to provide additional support and resources for students and families. Partnerships can offer services such as health care, counseling, and after-school program</p>	<ul style="list-style-type: none"> • PTO • Del Haven • Culture & Climate Interventionist 	<p>workshops, lunch activities, and after school enrichment programs by 15%</p>
<p>3. Academic Progress and Intervention</p>	<p>3. Provide interventions such as mentoring, counseling, and academic support to address issues before they escalate.</p>	<ul style="list-style-type: none"> • Principal • MTSS TOSA • Math Intervention • ELD Intervention • ELA Intervention 	<ul style="list-style-type: none"> • To start September 2025, and continue throughout each school year

SMART Goal 3 Increase More After School Enrichment Programs & Wellness Services

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
------------------------------	----------------------	---------------	---	-------------------------------

Implementation Plan Template (2025-2026)

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

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

Implementation Plan Template (2025-2026)

<p>1. Expand Mental Health Support</p>	<p>1. Increase access to on-site counselors and mental health professionals.</p>	<ul style="list-style-type: none"> ● Principal ● CS Specialist ● Counselor 	<p>1. By May 2026, our goal is to have a full-time counselor on site to support with our 340 population of students</p>
<p>2. Promote Physical Activity and Foster a Positive School Climate</p>	<p>2. To offer a variety of activities for students to participate</p>	<p>Principal CS Specialist Culture and Climate Interventionist</p>	<p>2. By May 2026, our goal is to have at least three activities each week during lunch. As well creating a walking club and a community garden club.</p>
<p>3. Engage Families in Wellness Initiative</p>	<p>3. Involve parents and guardians in wellness programs, workshops, and activities by allowing them to volunteer and support</p>	<ul style="list-style-type: none"> ● Principal ● CS Specialist ● Culture and Climate Interventionist ● PTO ● Del Haven 	<p>3. By May 2026, to increase our parent participation by a 20% in our school activities and events</p>
<p>4. Increase SEL</p>	<p>4. a.Track use of school Character Trait videos sent out weekly to teachers to share with their class</p> <p>b. Work to align the character trait with the second step.</p>	<ul style="list-style-type: none"> ● CS Specialists ● Culture and Climate Interventionist ● Counselor <ul style="list-style-type: none"> ● CS Specialists ● Culture and Climate Interventionist ● Counselor 	<p>4. a. By May 2026, increase SEL teacher participation in character trait videos and the second step by 40%</p> <p>b. By September of 2025, to have the counselor align second step and character traits</p>

Implementation Plan Template (2025-2026)

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 Community Schools at California Elementary during this school year has represented an important period of growth, learning, and refinement. As a site that is currently positioned within the Engaging phase and intentionally progressing toward the Transforming phase, much of this year's work has focused on strengthening foundational systems, increasing shared understanding, and building the relationships necessary to support long-term, sustainable Community School practices.

During the initial year of CCSPP implementation, the school experienced a natural learning curve as staff, leadership, and Community School Site Specialists worked to understand the Community School framework and how it fit within existing school structures. During the current implementation year, California Elementary has made intentional progress toward greater clarity and alignment. Team members now have a stronger understanding of their roles and responsibilities and are increasingly able to articulate the purpose, goals, and practices of the Community School model to staff, families, and community partners. Efforts have focused on clearly communicating how Community School strategies support student success, family engagement, and integrated support. While continued refinement is still needed, this growing clarity has strengthened collaboration and allowed the school to move forward more purposefully within the Engaging phase.

Another ongoing challenge has been translating increased awareness and positive perceptions of the Community School model into consistent participation and shared ownership across all stakeholder groups. Needs and Assets Survey data and engagement feedback reflect strong trust, interest, and support from families, staff, and students; however, sustained participation in workshops, advisory meetings, and leadership spaces has not yet reached desired levels. Additionally, complex challenges such as chronic absenteeism and student mental health highlight the need for continued coordination across attendance systems, academic interventions, wellness supports, and family engagement efforts, systems that are still being strengthened and aligned.

Implementation Plan Template (2025-2026)

In response to these challenges, California Elementary has intentionally focused on building systems aligned with the Engaging phase of implementation. The school has established and refined the Community School Advisory Council, conducted comprehensive Needs and Assets Assessments, expanded family outreach efforts, and strengthened strategic partnerships with community-based organizations that support mental health, enrichment, and family services. Data from the California Healthy Kids Survey (CHKS), the California Dashboard, and Aeries attendance reports are now reviewed more systematically and used to identify high-need student groups, guide goal-setting, and inform actions within the Community School Council Implementation Plan (CSCIP) and the School Plan for Student Achievement (SPSA). These efforts demonstrate a shift from initial exploration toward intentional alignment and data-informed practice.

As California Elementary continues progressing toward the Transforming phase, additional CCSPP support would be valuable. Targeted technical assistance that focuses on moving from engagement to shared leadership, strengthening sustainability planning, and deepening impact measurement beyond participation metrics would support next-level implementation. Opportunities for cross-site collaboration and peer learning with schools further along in the Community School continuum would also enhance capacity building. Additionally, clearer examples and tools for measuring outcomes related to belonging, engagement, and integrated student support would strengthen the school's ability to document progress and guide continuous improvement.

Overall, while California Elementary is not yet fully in the Transforming phase, the CCSPP grant has resulted in meaningful progress in relationship-building, shared understanding, and system development. The work accomplished during this school year has laid a strong foundation for continued growth and positions the school to deepen shared leadership, expand impact, and move confidently toward transformation in the coming years.

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

Implementation Plan Template (2025-2026)

- 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 integrated into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Yes		✓			✓
Mental health Screening and Services	Yes	✓	✓			✓
Nutrition Services and Support	No					
Academic Support (tutoring, specialist, etc.)	Yes	✓	✓		✓	✓
Counseling Center	Yes	✓				
Multi-Tiered System of Support	Yes	✓				
Coordination of Services Team (e.g., COST team)	No					

Implementation Plan Template (2025-2026)

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrated 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
Before School (times/services)	Yes	✓				✓
After School (times/services)	Yes	✓				✓
Summer Programs	No					
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	Yes				✓	✓
Parent Leadership Development and Opportunities	No					
Student Leadership Development and Opportunities	Yes					✓
Shared Decision-Making Bodies that center the voices of students, families and community	Yes		✓	✓	✓	✓

Implementation Plan Template (2025-2026)

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrated 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
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	✓				
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				✓	

Implementation Plan Template (2025-2026)

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrated 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
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					
Insert additional rows to include your local supports, practices, etc.						