

Implementation Plan (2025-2026)

Valinda School of Academics

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

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	24%	18.7%	17%
Suspension Rate	0.7%	0.6%	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	This year at Valinda School, student engagement is visible throughout daily routines, schoolwide traditions, and special events, while also highlighting areas where additional support can continue to strengthen student growth and community involvement. Student voice and leadership play a central role in shaping the school climate, creating meaningful opportunities for connection, belonging, and participation. Activities are planned, led, and facilitated by student leaders elected through schoolwide voting this year. Student engagement was demonstrated through the leadership application process, campaign speeches, and active participation in voting. This year, we received 50 student leadership applications from 3rd–5th grade students, with 22

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students ultimately elected—reflecting increased student involvement in student leadership participations. Weekly traditions such as Valinda College Thursdays and Spirit Wear Fridays provide, while daily morning announcements—run and delivered by student leaders—provide students with a consistent platform for leadership and communication. After school meetings were held with Community School Site Specialists to plan ongoing student engagement activities and provide feedback from their student peers and engaged in school initiatives. Monthly Valiant Assemblies led by student leaders, facilitate the agenda and actively engage their peers by managing Valiant Ticket raffles, leading the attendance tunnel with school staff, and promoting schoolwide spirit activities. Spirit Week themes and activities are developed by the Student Leadership Team and reinforced through assigned student leader representatives who visit grade-level classrooms to build relationships, encourage participation across grade levels and encourage feedback from students. This year the Student Leadership was invited to one of the school district middle schools and participated in the Leadership Conference run by the ASB students.

Community involvement initiatives are also driven through student-led collaboration. Throughout the year, student leaders promote service projects that provide opportunities for all students to contribute to the broader community. These initiatives include the Sock and Hygiene Drive in October, the Canned Food Drive in November, and the Toy Drive in December. Through these efforts, students actively engage in meaningful community service. Partnerships with community centers and local churches further support these initiatives, allowing students to participate in two-way support through service, donations, and community collaboration.

Hands-on experiences extended with the school garden, where all students participated in painting on the garden beds while learning about gardening. This activity was led and supported by a parent volunteer and ongoing support and collaboration with students, teachers and parents. This year Valinda enhanced their extended learning opportunities through expanding Robotics Club, adding a sport activity, science center, Parent and Child engagement activities. Health and wellness were also supported through dental screening at the school site and through district-supported efforts and community partnerships, Valinda promoted district Health and Wellness opportunities for eyeglasses, Community Holiday Giveaway, and Local Pantry donations.

Finally, student voice is formally captured through post student engagement, 1:1 conversation and feedback. During the 2025–2026 school year, 38 fifth-grade students participated in the California Healthy Kids Survey in October, providing valuable insight into student perceptions of school climate, connectedness, and well-being. A total of 83 students shared their feedback through the Community Schools Needs and Assessment Survey, providing insight into their participation in school activities such as the attendance poster contest, recess activities, Unity Day, Robotics, Youth and Science Center, and the Harvest Festival/Día de los Muertos. Survey results indicated that all respondents engaged in one or more school-based activities. Survey results showed that students most often seek help from peers,

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	with 33% reporting they turn to friends when they need assistance at school. Teachers and school staff were also a significant source of support, identified by 30% of respondents, indicating strong adult accessibility on campus. Twenty-three percent of students reported seeking help from parents or guardians, highlighting continued family involvement. Efforts were made to provide extended learning opportunities and integrated support. With 134 students participated in the dental screenings with San Gabriel Valley Foundation and referrals to school-based counseling was accessible through request or with COST team. This year Valinda provided an afterschool Basketball team participating in district games, received donations items to enhance whole-child support, from school supplies, hygiene products, can food donations, attendance incentive items from community donations.
Family Engagement	This September Valinda sent out a Community School Family intake needs survey, a total of 162 surveys were returned, 81 families opted out and did not require assistance or resources now and 81 families have indicated a need for educational community resources. Valinda expanded parent workshop opportunities during the school year by offering on-site sessions in both English and Spanish. Workshop topics included Positive Parenting, Mental Health, Immigration, the Latino Literacy Program, local library resources, Financial Literacy, Math support, and strategies for academic success. In addition, five Valinda parents participated in the Parent Ambassador Leadership Program through the Department of Mental Health. These parents engaged in community outreach, family presentations, and student engagement activities to promote mental health awareness and reinforce the importance of school attendance. Through cross-collaboration with other district Community School sites, Valinda participated in district-wide parent workshops and worked with district TOSAs who provided and supported the delivery of workshops for parents. Parents have opportunities to participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Community School Site Committee (CSSC) and Parent Boosters. Nominations, voting and signups were held to engage families in school decision-making and planning. Monthly Parent Calendar presented during Coffee with the Principal for family to review and provide parents opportunities to volunteer and engage in school events. Valinda provides vouchers for low-income families that want to volunteer at school sites. This covers the fingerprinting costs that are part of the application process. Parent squares messaging is utilized not just to distribute school events flyers but also as a sign-up tool for parents to sign up to volunteer opportunities for school events. Valinda provides technological support, some parents may have

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	challenges accessing to school digital platform. Signage posts are posted at the front of the school; flyers are sometimes printed out for those in need of information and CSSS take scheduled appointments to support for technology use or an available staff to answer events, workshops or activities questions. To involve the school community members at frequent level we have “community school” at part of the agenda during coffee with principal to update community school resources, events, activities and needs and assets family feedback surveys. The Community School Advisory Committee at school site level is a permanent committee where parents’ voices are welcome and included with outside community members. Parents are also given opportunities to lead activities such as Community Cultural Parent Workshops and preparation for Community Events, Harvest Festival and Dia De Los Muertos and Dia De Los Ninos and as well parent workshops, peer to peer support. Through providing local and donated pantry and hygiene items were available monthly. Valinda provided a space for a parent room, and parents were able to 1:1 individual family contacts and engagement for resources need informal listening and empathy sessions conducted. Focus group session with a small group of parents with CSSS for feedback and activities planning. Survey results indicate that families demonstrate consistent levels of engagement with the school, with most respondents reporting daily, weekly, or monthly involvement and very few indicating little to no engagement. Despite this overall positive pattern, families identified several barriers that impact participation. The most significant challenges reported were lack of time and scheduling conflicts, suggesting competing responsibilities limit families’ ability to engage more frequently. Additional challenges included lack of awareness about events. These findings highlight the importance of offering flexible scheduling, enhancing communication methods, and providing supportive accommodations to reduce barriers and further strengthen family engagement.
Staff Engagement	Throughout the school year, Valinda staff actively engaged in planning, collaboration, professional development, and community engagement to support student success. Key activities included data chats, special education planning, SST and COST meetings, and Pre-K and Kindergarten transition conferences to support smooth student transitions. Teachers were provided with individual planning time and participated in onboarding and team-building activities to strengthen collaboration. Staff also contributed beyond the classroom by serving as coaches for Speech and Debate, Robotics, Science Olympiad, afterschool tutoring, as well as participating in school governance, and the Community Schools Advisory Council. Professional learning opportunities in collaboration with LEA, such as Intersectional Ethnic Studies Conference.

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	Staff recognition efforts such as Teacher of the Year, Magic Monday, and the Sunshine Committee supported staff morale, recognition of our staff for the recipient of the Service Center Once COAT/CTA/NEA Award for community outreach. As part of Year 2 of Community Schools implementation, staff feedback from the Community Schools Needs and Assets Survey reflected strong engagement, with 86% reporting high familiarity with the Community Schools model and 73.7% indicating that collaboration among staff, families, and community partners is good. Overall, these efforts demonstrate Valinda’s continued commitment to professional growth, collaboration, and whole-child support through the Community Schools framework.
Community Engagement	This school year, Valinda School of Academics continued to strengthen community engagement through a range of outreach efforts and partnerships. The school continues to actively foster community engagement through student-led initiatives and partnerships. Students collaborated with the after-school program Del Haven to collect toys for a holiday giveaway, Del Haven also supported Valinda families by providing vouchers, food baskets for those in need, and recreational opportunities such as summer day camps and special on- and off-site events. This partnership extends to the school’s after-school program, which serves approximately 117 students. Valinda School of Academics continues its strong partnership with the Los Angeles County Department of Mental Health through the Promoters Program, delivering weekly parent mental health workshops on campus. This year, a total of 71 workshops were conducted in both English and Spanish to support the mental health and well-being of parents and students. The school also collaborated with local libraries in La Puente and West Covina to assist families in obtaining library cards and to increase awareness of available community resources, including tutoring programs. Additional community partnerships have enriched student learning experiences, including assemblies provided by the National Theatre for Children, such as <i>Conservation Cove</i> and <i>Environmental Defenders</i>.

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Valinda has expanded access to health-related services through partnerships with the San Gabriel Valley Foundation for Dental Health, which provided dental screenings, and through a district collaboration with the Lions Club to offer vision screenings and eyeglass support. Foothill Family Services continues to provide both school-based and offsite support in the areas of emotional, behavioral, and mental health for students and families.

This year, the school has also focused on strengthening Social-Emotional Learning (SEL) and expanding mental health support to better serve students and families, particularly those who face barriers to accessing essential services. To further strengthen community engagement, Valinda regularly invites community partners to tables at school events such as Back to School Night, Open House, and parent workshops. These tabling opportunities allow families to connect directly with service providers, learn about available resources, and access support in areas such as health services, education, and community programs.

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?

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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	Visioning: At the beginning of the school year, Valinda focused on building a shared understanding and collective community through collaboration and planning. Leadership Team met during summer to plan, calendar events and collaborate with parents as partners for school activities. Leadership also met to review academics, SEL/ behavior data and school-wide system of support. Review implementation of SEL curriculum and PD and planning opportunities to enhance writing and SEL support. During staff orientation, staff engaged in data review to identify strengths, needs, and focus areas, review of priority student and school climate data and discussion of whole child supports. Community School presentation was conducted at Parent meeting, Coffee with Principal, Staff meeting and Community School Advisory meeting. Presentation was to introduce the community school model, community school pillars and commitments and Valinda's Community School assets and implementation goals. Community School advisory meeting norms and roles were reviewed with advisory team. Review of areas where Valinda would like to grow and the vision Valinda would like to see at our school community was discussed during Community School advisory meetings. Review of Community School budget expenditures was shared and the justification of Community pillars indicated Community School student intake success survey was printed out to families to assess the Needs and Assets of the school community.	Engaging: Survey results indicate a strong level of Community School awareness with 86% of staff respondents reporting familiarity with the Community Schools' four pillars and commitments. An additional 14% of respondents identified opportunities for targeted learning to further strengthen shared understanding and support consistent implementation across the school community. Valinda sustained an active Community Schools Advisory Council throughout the 2025–26 school year, with members demonstrating consistent dedication through regular attendance at Advisory meetings. Advisory Council members actively engage in reviewing and analyzing student outcome and school climate data, examining student, family, and staff survey results, advising on programming goals, identifying resources, and sharing their expertise. Students, parents and staff are given opportunities to be part of sharing their voices and experiences and provide suggestions. Additionally, the Community Schools Advisory Council reviews data results and feedback gathered from school activities, family workshops, and community engagement efforts to assess impact and identify areas for growth. This collaborative review process directly informed reflection and planning and was used to help shape priorities and guide the development of the 2026–27 Community School Implementation Plan goals. While most Advisory Council members agree that shared understanding and commitment are developing, Valinda continues to intentionally refine and strengthen engagement across the broader school and community to deepen collective ownership and better

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		support student success. Through the presence of Community School Advisory Representative at the district level, Valinda was represented in efforts to connect with community partners, and many of these partnerships were later shared at the school site through presentations and the delivery of on-site services, such as providing dental screening on-site.
Collective Priorities: Setting Goals and Action	Engaging: At the beginning of the school year, Valinda analyzed data from the student intake success survey completed by parents to identify key areas of need and opportunity. Using these findings, the school intentionally focused on efforts to strengthen parent workshops, enhance expanded learning opportunities, school climate, support in Mental Health and expanding community outreach for whole-child support and increasing awareness and access to community resources to improve student academic outcomes.	Engaging: Throughout the year, Valinda has remained actively engaged in implementing and refining its Community Schools goals. The school consistently reviews program data, participation rates, and stakeholder feedback to ensure that initiatives remain responsive to the evolving needs of students and families. Ongoing collaboration among administration, staff, and community partners supports continuous improvement and alignment with the Community Schools pillars, including integrated student support, active family and community engagement, expanded and enriched learning opportunities, and collaborative leadership practices. In addition, the school regularly monitors Community Schools budgets and tracks daily expenditures to ensure that resources are used effectively and strategically. This includes aligning funding decisions with identified priorities, evaluating the impact of services and programs, and making necessary adjustments to maximize outcomes. Through this intentional planning and accountability, Valinda ensures that all efforts and resources directly support its commitments to equity, access, and whole-child development. These ongoing practices reflect the school's dedication to building a sustainable, data-driven Community Schools model

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		that prioritizes student success, family engagement, and strong community partnerships.
Collaborative Leadership	Engaging: Valinda is currently in the visioning phase of Community School implementation, mapping existing spaces for shared decision-making and identifying potential leaders and opportunities for increased voice. At the beginning of the year, Valinda recruited families through a Google sign-up form, after-school recruitment tables, and a sign-up interest table during back-to-school night to join 25-26 Valiant Council and Committees. These include the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Community School Site Committee (CSSC), District Dual Immersion Parent Representative (DDIPAC), and Community Schools Advisory Council (CSAC). Valinda provides families with a monthly school calendar for scheduled meetings, events, assemblies, and parent meetings and workshops to keep the school community informed, and to be involved in collaborative decision-making and school to community engagements. In August, Valinda held an application process for the Student Leadership team. This team includes students from 3rd through 5th grade, providing them with a platform to share ideas, voice concerns, enhance student engagement, and participate in important decisions related to our community school program.	Engaging: Valinda School of Academics has actively engaged school leadership, staff, students, families, and community partners in a collaborative effort to integrate and align school-wide initiatives. Through this shared approach, the school has expanded opportunities for meaningful participation by increasing student and parent leadership roles, as well as empowering parent volunteers to lead and support school-wide, parent-led activities that foster a sense of ownership and community. Throughout the year, Valinda School of Academics intentionally implemented initiatives and events designed to build leadership capacity, encourage collaboration, and ensure that diverse voices are heard, valued, and included in decision-making processes. Opportunities ranged from informal gatherings such as Coffee with the Principal to structured spaces including Valinda Parent meetings, Community School Advisory Council meetings, student leadership meetings, teacher collaboration time, and staff meetings. Parents were also given opportunities to attend the CAFE Conference, participate as First LEGO League parent mentors, and earn volunteer hours through school-based engagement efforts. Valinda further strengthened family leadership by developing Parent Leader Ambassadors and encouraging parent volunteers to actively lead and support extended learning opportunities, including workshops and school events. Parent feedback has been consistently gathered to refine and improve workshop offerings, ensuring they remain relevant, accessible, and responsive to family needs.

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	During the beginning of the year, at Coffee with the Principal gathering, a voting session was held for parents who expressed interest in establishing a new organization known as the Valinda Parent Boosters. This organization aims to foster greater parental involvement and support for various school activities and initiatives.	This year, a Valinda representative actively participated in the District Community Advisory Council, helping to elevate site-based perspectives at the district level. In addition, the Community School Advisory Council maintained consistent meetings. These meetings provided meaningful opportunities for shared decision-making, where stakeholders reviewed data, discussed priorities, and contributed to the planning and implementation of Community Schools initiatives. Valinda continues to ensure that students, families, and staff are provided with inclusive, asset-based leadership development opportunities that honor multiple languages and cultural backgrounds. Professional development opportunities (PDs) have also been extended to both teachers and parents to strengthen their capacity to support student success and to build leadership skills across the school community. Looking ahead, Valinda plans to further elevate student, parent, and staff leadership by expanding leadership workshops, increasing opportunities for parent and student voice, and actively involving stakeholders in data reflection sessions to guide continuous improvement efforts.
Coherence: Policy and Initiative Alignment	Vision: Valinda is visioning Community Schools policies, initiatives, programs, personnel, and other assets and reviewing school's already existing site and district-level policies, assets, and partnerships. Valinda is visioning in a shared leadership structure as it develops their community school advisory, through the initial implementation plan and 25-26 needs and assets mapping. Valinda already has existing school and district-level	Engaging: A key component of this work has been the implementation and strengthening of the Coordination of Services Team (COST). The COST team plays a critical role in identifying and addressing inequities by ensuring that student referrals, supports, and interventions are aligned with Valinda's academic, social-emotional, and wellness priorities. Through consistent collaboration and data review, the team works to connect students and families with appropriate resources and services, while maintaining alignment with broader Community Schools

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	initiatives and policies that overlap with the community school strategy.	goals, including integrated support and equitable access for all students. Valinda continues to refine its systems and structures to ensure that all stakeholders are working collectively toward common goals. Through ongoing collaboration, shared decision-making, and intentional alignment of resources and services, the school is building a cohesive support system centered on students. Moving forward, Valinda seeks to further strengthen the integration of its Community Schools transformation by deepening cross-sector collaboration, expanding the impact of COST through increased data-driven practices, and enhancing the capacity of students, families, and staff to actively engage in leadership and continuous improvement efforts. In addition, Valinda has been intentional in reviewing and strengthening school-wide systems related to attendance, Positive Behavioral Interventions and Supports (PBIS), and behavior response protocols. Staff regularly analyze data to identify trends, implement targeted interventions, and ensure that practices are consistent, proactive, and restorative in nature. These efforts are closely aligned with Community Schools priorities, emphasizing prevention, relationship-building, and equitable supports to improve student engagement, reduce chronic absenteeism, and foster a positive school climate.
Staffing and Sustainability	Visioning: With support from the LEA, Valinda has envisioned the role and developed a job description for a community school director and community school specialist to build and meet the capacity of the community school initiative.	Visioning: Valinda is committed to sustaining the infrastructure necessary to support whole-child outcomes and effective community engagement. The school continues to leverage existing assets while actively exploring new resources and partnerships that can be maintained long-term. These efforts are guided by a focus on ensuring that support and systems remain both effective and

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		sustainable. As part of this work, Valinda is also identifying current staffing gaps and areas of need across key support roles, including family engagement, mental health services, intervention support, and expanded learning coordination. Ongoing reflection and data analysis have highlighted the importance of strengthening capacity in these areas to better meet the academic, social-emotional, and wellness needs of students and families. In collaboration with the LEA and community partners, the school is exploring strategies to address these gaps through a combination of staffing, partnerships, and resource alignment.
Strategic Community Partnerships	Visioning: At the beginning of the year Valinda reviewed the initial implementation plan and needs and assets mapping to conduct external asset mapping. Includes existing partners in the surrounding community including nonprofit organizations, colleges and universities, faith-based institutions, early childhood programs, local businesses, health facilities, libraries and government offices, and all youth-focused organizations, among others.	Engaging: This school year, Valinda School of Academics strengthened community engagement through strategic partnerships and outreach efforts. The school collaborated with community organizations to provide student enrichment opportunities, family resources, and after-school programming. Partnerships supported access to mental health workshops, academic resources, and health services, while also expanding Social-Emotional Learning (SEL) support for students and families. Additionally, Valinda increased awareness of available services by inviting community partners to share resources at school events, helping connect families to programs that support student success and overall well-being.

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Professional Learning	Visioning With the support of LEA, a teacher input survey was sent out to certificated staff for insights and feedback to offer professional learning opportunities. Professional learning opportunities are offered by LEA monthly.	Engaging: In collaboration with the LEA, Valinda provided staff with access to a range of after-school professional development opportunities designed to strengthen instructional practices and student support systems. Offerings included training in MTSS, data integration and technology (including AI), culturally responsive practices, and Canvas. Staff also had opportunities to deepen content knowledge in ELA, math, science, and TK, while building capacity to support English Learners and students with IEPs. These PD opportunities supported ongoing staff growth and alignment with school-wide priorities for student achievement and well-being. This year 4 staff members attended the LEA Regional Intersectional Ethnic Studies and Community School Conference. Valinda CS LEA Advisory Representative had an opportunity to attend and visit a Community School Learning Lab. In addition, Valinda expanded leadership development for families by offering Parent Ambassador and Parent Leader professional development opportunities. These sessions focused on building leadership skills, increasing understanding of the educational system, and empowering parents to actively participate in school decision-making, support student learning, and serve as leaders within the school community. Ongoing training opportunities were also provided for the Community School Site Specialist and CS LEA site representative to strengthen implementation of Community Schools strategies and practices. Furthermore, staff and leadership engaged are given summer professional development opportunities focused on restorative practices and participation in Community Schools conferences. strengthening capacity to build positive school culture and sustain effective Community Schools implementation goals for 26-27 SY.
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Centering Community Based Learning	Visioning: Through engagement in New Pedagogies for Deep Learning (NPDL) and ongoing professional learning opportunities, staff are developing a deeper understanding of how community-based learning can connect classroom instruction to real-world contexts and student lived experiences. Educators are actively exploring strategies that integrate community voice, local issues, and culturally relevant practices into the curriculum, with the goal of making learning more meaningful, engaging, and authentic for students. This includes beginning conversations around project-based learning, partnerships with community organizations, and opportunities for students to apply their learning beyond the classroom. As part of this visioning phase, Valinda is also reflecting on current practices and identifying areas for growth, including how to intentionally align community-based learning with academic standards, Social-Emotional Learning (SEL), and Community Schools priorities. Through collaboration, professional development, and ongoing inquiry, the school is laying the foundation for a more integrated instructional approach that elevates student voice, fosters critical thinking, and strengthens connections between school, family, and community.	Visioning: Valinda is also reflecting on current practices and identifying areas for growth, including how to intentionally align community-based learning with academic standards, Social-Emotional Learning (SEL), and Community Schools priorities. Through collaboration, professional development, and ongoing inquiry, the school is laying the foundation for a more integrated instructional approach that elevates student voice, fosters critical thinking, and strengthens connections between school, family, and community.

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Progress Monitoring and Possibility Thinking	Visioning: Valinda is in the initial stages of collecting and analyzing baseline data for Community Schools implementation and continuous improvement efforts. This includes identifying key metrics related to student engagement, family participation, access to services, and the strength of community partnerships. Establishing these baseline indicators has allowed the school to better understand current conditions and set measurable goals for growth. Current data sources include student outcome data, NWEA MAP assessments, the California Healthy Kids Survey (CHKS), and the California School Dashboard, which collectively provide a comprehensive foundation for understanding academic performance, school climate, and student well-being.	Visioning: Systems have been established to track family engagement, attendance, and wellness support. Data from the Needs Assessment Survey and the California Healthy Kids Survey (CHKS) is guiding the school's planning, reflection, and continuous improvement practices. Valinda uses tools such as QR codes and sign-in sheets to monitor parent participation in workshops and school events. To further encourage engagement, the school has implemented parent and student incentives tied to parent participation, which has contributed to increased family involvement. Valinda uses parent passport to document hours of engagement. In addition, feedback is collected from families after events and is used to inform and improve future planning. The school plans to regularly share data on family engagement and wellness support with advisory councils to strengthen transparency, collaboration, and shared decision-making.
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Engaging Educational Partners

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

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

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)

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



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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>)
At the beginning of the year, Valinda focused on building trust and gathering input from historically underserved student and family groups. The school placed particular emphasis on understanding the experiences and challenges of English learners, students with disabilities, and families experiencing housing instability. By integrating quantitative data—such as academic performance, attendance, and behavior metrics—with qualitative feedback from students and families, Valinda ensured that the assessment process captured both the needs and strengths of these communities.	By the end of the year, Valinda expanded its assessment practices through ongoing communication with families and targeted check-ins with underrepresented student groups. Data collected throughout the year informed adjustments to supports, including a whole-child approach, home visits for families in crisis, and expanded language access. The school shifted its focus from identifying deficits to recognizing and leveraging community assets. This approach fostered deeper engagement and collaboration, allowing families to co-create more inclusive solutions and feel increasingly seen, heard, and valued.

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

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SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
Goal 1: Strengthen Community Partnerships to Increase Student Success. By May 2026, Valinda School of Academics will improve community partnerships between families and the community to better equip the school for student support that will assist all students who are struggling academically, mentally, socially or physically. Evidence of Impact: - Improvement in student academic outcomes. - Improvement in extended learning time and opportunities. - Improvement in active community partnerships.	Community Partnerships allow schools to build a strong network of support and culturally responsive programming and resources for students, educators and families, to foster a more inclusive, democratic and learning environment that benefits everyone in the community. Family engagement plays a critical role in improving student achievement, attendance, and social-emotional development. When families are actively involved, students perform better academically, attend school more consistently, and feel a stronger sense of belonging. These positive outcomes highlight the importance of building strong school-family partnerships. Community Schools Needs and Assets Survey results that 56.3% of parents expressed a need for more family support resources, particularly in homework assistance for their child. The student survey results highlight areas where respondents believe they could benefit from additional integrated support, such as tutoring or homework assistance in the following subject areas in Math: 66.6% of students requested additional help. In Writing: 30.2% of students requested additional help. In Reading: 24.5% of students indicated additional help. We are seeking community partners to support students and families in key areas. Our top priorities include academic support—especially in math, writing, and reading—where students have expressed a strong need for tutoring and homework help. Many families have also requested more resources to support learning at home. In addition, we are looking for partners who can provide mental health services, social-emotional learning programs, and support for basic needs such as food, housing, and healthcare. These partnerships are essential to creating an inclusive, supportive, and successful school environment for all.
Goal 2: Strengthen Community-Centered Learning and Collaborative Leadership to Increase Student and Family Engagement. By May 2026, Valinda School of Academics will improve in collaborative leadership, professional development and community-based learning that empowers and promotes shared commitment in co-creating a learning environment centered around community-based practices and continuous professional development.	When a school community has shared decision-making it ensures for all to have a voice in the transformation process and fosters shared power of the strategy. Professional learning enhances collaboration and coordination and provides opportunities for all to develop shared understanding, build relationships and coordinate efforts to better support student success. Community-based learning builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase student's engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities,

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Evidence of Impact: - Improvement in student support and engagement. - Improvement in conditions of learning and safe learning environments. - Improvement in site-based, advisory group leadership, parent and community collaboration and partnerships.	improving their sense of ownership and belonging. Shared decision-making is central to our school transformation strategy, ensuring that students, parents, educators, and staff all have a voice and shared power in shaping our community. Leadership teams will include representatives from each of these groups to guide planning, implementation, and continuous improvement. To support this inclusive leadership model, professional learning will be provided for all participants. This learning will focus on building shared understanding, strengthening collaboration, and aligning efforts to support student success. It will also include training in culturally responsive practices and community-based learning strategies that connect classroom experiences to students' real-life contexts, increasing engagement, ownership, and belonging.
Goal 3: Strengthened Progress Monitoring and Possibility Thinking to Increase in Student Success. By May 2026, Valinda School of Academics will improve in progress monitoring systems that provide real-time data on student performance while fostering a mindset of potential, growth and creative problem-solving. Evidence of Impact: - Improvement in shared accountability, support and collaborative practices. - Improvement in school climate, culture and wellness. - Improvement in the role of community partnerships in expanding access to learning and resource opportunities.	When a school community comes together to review data on student outcomes and program effectiveness, they can ensure that all strategies are responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of success, development of new strategies, structures and practices, and builds stronger relationships and practices among students, families and the community. These approaches emphasize shared ownership, inclusivity, and real-world relevance, which can transform traditional school environments into vibrant ecosystems of equity, engagement, and empowerment. To ensure our strategies are responsive and effective, Valinda will regularly monitor key progress indicators such as student attendance, academic growth, family engagement and school climate. This data will be reviewed collaboratively by school leadership teams—including students, families, educators, and staff—to assess impact, celebrate successes, and adjust practices as needed. Results will be shared transparently through parent conferences, individualized meetings, school dashboard and newsletters, fostering shared ownership and continuous improvement.

Measuring and Reporting Results

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CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1: Strengthen Community Partnerships to Increase Student Success

Evidence of Impact:

- Improvement in student academic outcomes.
- Improvement in extended learning time and opportunities.
- Improvement in active family and community partnerships.

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)
A. Increase in attendance. B. Increase school connectedness. C. Increase in student academic outcomes. D. Increase in community partnerships.	Aeries Report CA Dashboards CHKS survey MAP Metric/Indicator (2024 CA Dashboard) 1a ELA- All Students 1b ELA- Low Income 1c ELA- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD Metric/Indicator (2023-24 CAASPP) 2a SBAC ELA- All Students 2b SBAC ELA- Low Income 2c SBAC ELA- English Learner 2d SBAC ELA- LTEL 2e SBAC ELA- Foster Youth	1. 23-24 Average Daily Attendance Rate for Valinda ES was 93.54% 2. 23-24 CHKS results indicated that 71% of 5th grade students feel "Safe or Very Safe at School" and 73% Agree or Strongly Agree that there is "Overall Connectedness" in our school. We did not meet the 23-24 goal as there was a slight decrease in both areas. 3. Baseline/Actual Outcome 1a. 38.9 pts. below standard 1b. 48.01 pts. below standard 1c. 71.5 pts. below standard 1d. N/A 1e. 114.4 pts. below standard	1. Average Daily Attendance Rate for Valinda ES was 94.13% 2. 24-25 CHKS results indicated that 61% of 5th grade students feel "Safe or Very Safe at School" and 69% Agree or Strongly Agree that there is "Overall Connectedness" in our school. We did not meet the 24-25 goal as there was a decrease in both areas. 3. 2024 CA School Dashboard ELA 1a. -41.8 1b. -50 1c. -66.7 1d. 1e 1f. -133.5	A. 98% B. Increase at 80%. C. 1a. -31.8 1b. -40 1c. -55 1d. 1e. 1f. -113.5 2a. 45.7% 2b. 41.4% 2c. 20 % 2d. 2e. 2f. 15.3% 3a. 70% 3b. 60% 3c. 60%

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	2f SBAC ELA- SWD Metric/Indicator (Winter 2025 NWEA MAP) 3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Students 3b Kinder MAP Phonics & Word Recognition Level 2-5 All Students 3c Kinder MAP Listening Comprehension Level 3-4 All Students Level 3d Kinder MAP Picture Vocabulary Level 3-4 All Students Metric/Indicator (Winter 2025 NWEA MAP) % scored = 61 percentile of peers in national norm referenced test 4a Gr. 1-12 MAP Reading- All Students 4b Gr. 1-12 MAP Reading- Low Income 4c Gr. 1-12 MAP Reading- EL 4d Gr. 1-12 MAP Reading- LTEL 4e Gr. 1-12 MAP Reading- Foster Youth	2a. 33% met/exceeded 2b. 28% met/exceeded 2c. 10.3% met/exceeded 2d. 18.3% met/exceeded 2e. N/A 2f. 17.2% met/exceeded. Baseline/ Actual Outcome 3a. 78% scored level 2-5 3b. 97% scored level 2-5 3c. 64% scored meets/exceeds level 4-5 3d. 69% scored meets/exceeds level 4-5 Baseline/ Actual Outcome 4a. 26.3% scored = 61 percentile of peers in the national norm referenced test. 4b. 20.3% scored = 61 percentile of peers in national norm referenced test. 4c. 22.9% scored = 61 percentile of peers in the national norm referenced test. Community Partnerships: 3	23-24 CAASPP -% Met or Exceeded 2a 40.7% 2b. 36.4% 2c. 9.1% 2d. 2e. 2f. 5.3% 3a.56% 3b.39% 3c. 36% 3d. 47% MAP Winter 2024 Reading % scored = 61 percentile of peers in national norm referenced test 4a.24.4 4b 20.5 4c. 5.4 4d 4e. 4f 2	3d.60% 4a. 35 4b. 30.5 4c. 15 4d. 4e. 4f. 12 D. Increase 2-3 Community partnerships.
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Establish a Homework/Tutoring Club: - Initial Planning and Research - Identify goals and objectives. - Research best practices. - Estimate a Budget. <u>Identify Tutors:</u> - Recruit (2) volunteer teachers, high-achieving students, college interns and community members. - Conduct background checks and training sessions for tutors. <u>Schedule Sessions:</u> - Determine the best times for tutoring sessions (e.g., after school, weekends). - Create a schedule and assign tutors to specific time slots. <u>Promote the Club:</u> - Inform students and parents about the tutoring club through newsletters, social media, and school announcements. - Encourage teachers to recommend students who could	Valinda aims to offer Tier 1 extended learning opportunities to all students through an open-door after-school homework and tutoring club.	Principal Community Schools Site Specialist Tutors Volunteers Parents Students Office managers Custodian	<u>Initial Planning and Research</u> <u>Identify goals and objectives.</u> <u>Research best practices.</u> <u>Estimate a Budget:</u> May <u>Identify Tutors:</u> July/August <u>Schedule Sessions:</u> August/September <u>Promote the Club:</u> August <u>Resource Allocation:</u> August <u>Monitor and Evaluate:</u> May

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benefit from additional support. <u>Resource Allocation:</u> - Ensure availability of necessary materials (e.g., textbooks, worksheets, computers). - Set up a dedicated space for tutoring sessions. <u>Monitor and Evaluate:</u> - Track student attendance and progress. - Collect feedback from students, parents, and tutors to improve the program.			
Establish an Elementary Sports Program: - Initial Planning and Research - Research best practices. - Estimate a Budget. <u>Facilities and Equipment</u> - Assess facilities. - Purchase equipment. <u>Staffing and Training</u> - Recruit coaches and volunteers. - Provide training. - Student Recruitment and Participation - Promote program. - Organize sign-up events.	Valinda aims to increase student engagement through enrichment activities for Fall and Spring. In Fall (September to October), Cross Country, and in Spring (February to March), offer Basketball.	Principal Community Schools Site Specialist Coaches Volunteers Parents Students Office managers Custodian	<u>Initial Planning and Research</u> <u>Identify goals and objectives.</u> <u>Research best practices.</u> <u>Estimate a Budget:</u> May <u>Facilities and Equipment:</u> July/August <u>Staffing and Training:</u> August <u>Health and Safety :</u> August <u>Program Implementation:</u> August & December <u>Community and Parental Involvement:</u> August & December

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<u>Health and Safety</u> - Develop guidelines. - Obtain permissions. <u>Program Implementation</u> - Schedule practices and games. - Monitor progress. <u>Community and Parental Involvement</u> Engage parents and community. <u>Evaluation and Feedback</u> - Collect feedback. - Assess program success and adjust.			<u>Evaluation and Feedback:</u> November/December and April/May
Implement Strategic Partnerships: <u>Site Mapping/Fostering Conditions/Outreach/ Partner List:</u> - Map current and potential partners across the district and community. - List current and possible partners and stored in shared files. - Select at least 4 potential partners. - Actively reach out to potential partners. <u>Engaging:</u>	Valinda seeks to strengthen community partnerships to expand capacity and enhance extended learning programs, integrating support and engagement for both students and families.	Principal Community School Site Specialist Valinda Community Schools Advisory Council District Community School Coordinator Community Partners	<u>Site Mapping/Fostering Conditions/Outreach/ Partner List:</u> May/August <u>Engaging:</u> August-May <u>Monitor and Evaluate:</u> April/May

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- Implement screening procedures. - Establish MOUs and data sharing agreements. - Utilize communication methods (e.g., newsletters, social media, parent-teacher conferences). - Engage partners in learning and decision-making spaces. <u>Monitor and Evaluate:</u> - Continue monitoring partnership activities. - Collect feedback and assess outcomes.			
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SMART Goal 2: Strengthen Community-Centered Learning and Collaborative Leadership to Increase Student and Family Engagement.

Evidence of Impact:

- Improvement in student support and engagement.
- Improvement in conditions of learning and safe learning environments.
- Improvement in site-based, advisory group leaderships, parent and community collaboration and partnerships .

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)
A. Increase in meaningful participation. B. Increase in parent involvement and engagement. C. Increase in collaborative leadership.	CHKS survey Parent Passport Card Parent Approved Volunteer Applications Advisory Councils, Parent workshops, meetings, school events sign in.	A. 23-24 CHKS Meaningful Participation at school average reporting overall indicates 31% yes, most of the time or yes all, the time in decision-making in school activities, teachers asking for students ideas, and	A. 24-25 CHKS Meaningful Participation at school average reporting overall indicates 39% of yes, most of the time or yes all, the time in decision-making in school activities, teachers asking for students ideas, and	A. 80% yes, most of the time or yes all, the time in decision-making in school activities, teachers asking for students ideas, and

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		participation in interesting activities. B. 23-24 no data tracked. 23-24 Parent Passport Cards: 15 24-25 Fall Parent Conference Participation, 209 signed in. 24-25 Back to School Night: 186 parent participation. 24-25 (1) Parent-Child Paint Night: 20 students, 20 Parents.	participation in interesting activities. B. 24-25 school tracking indicates 41 approved volunteers and 22 one-time parent volunteer applications. Parent Passport Cards: 18 24-25 Spring Parent Conference Participation, 209 signed in. 24-25 Back to School Night: 186 parent participation. 24-25 (1) Parent-Child Paint Night: 20 students, 20 Parents.	participation in interesting activities. B. 50 approved volunteers. Parent Passport Cards: 20 Parent conference participation 110. Back to school Night parent participation 200. Parent-Child family engagement 2 events and at least 70% attendance rate for each event.
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Family Night Activities (STEAM, Art, Math, Literacy Nights. <u>Recruit staff, volunteers or community members :</u> - Recruit volunteers, coaches, teachers,college interns and community members, assess existing assets and resources. - Schedule a planning meeting. - Conduct background checks and	Valinda aims to enhance family engagement by hosting Family Nights that extend learning opportunities beyond the classroom.	Principal Community Schools Site Specialist Staff Volunteers Parents Students	Initial Planning and Research Identify goals and objectives. Research best practices. Estimate a Budget: May Facilities and Equipment: July/August Staffing and Training: August Program Implementation: August & December

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training if applicable. <u>Planning and coordination:</u> - Initial Planning and Research - Determine the best times for Family Night Activity. - Research best practices. - Estimate a Budget. <u>Facilities and Equipment</u> - Assess facilities. - Purchase equipment and materials. <u>Promotion:</u> Create promotional flyers, emails, social media posts. Create a sign up or registration survey. Send reminders to families. <u>Implement Family Night:</u> Set up materials Coordinate with volunteers and staff. Engage families and community. <u>Evaluation and Feedback</u> - Collect feedback. - Assess program success and adjust.		Office managers Custodian	Community and Parental Involvement: August & December Evaluation and Feedback: November/December and April/May
Expand extended learning opportunities student clubs, extracurricular activities, and project-based community learning opportunities.	Valinda aims to increase extended learning opportunities by having after school programs such as Robotics, Science Olympiad, Speech and Debate,	Principal Community Schools Site Specialist	<u>Initial Planning and Research</u> <u>Identify goals and objectives.</u> <u>Research best practices.</u> <u>Estimate a Budget:</u> May

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- Initial Planning and Research - Research best practices. - Estimate a Budget. <u>Facilities and Equipment</u> - Assess facilities. - Purchase equipment. <u>Staffing and Training</u> - Recruit coaches and volunteers. - Provide training if applicable. - Student Recruitment and Participation . - Promote program. - Organize sign-up events. <u>Health and Safety</u> - Develop guidelines. - Obtain permissions. <u>Program Implementation</u> - Schedule practices and games. - Monitor progress. <u>Community and Parental Involvement</u> Engage parents and community. <u>Evaluation and Feedback</u> - Collect feedback. - Assess program success and adjust.	Yearbook, Student Leadership, SEL groups, Community Garden, Environmental Crew and Girl Scouts.	Staffing Volunteers Parents Students Office managers Custodian	<u>Identify Staff and Volunteers:</u> July/August <u>Schedule Sessions:</u> August/September <u>Promote the Club:</u> August <u>Resource Allocation:</u> August <u>Monitor and Evaluate:</u> May
Strengthened Professional Learning for school staff.	Valinda aims to continue to foster a culture of continuous improvement, enhance collaboration and coordination,	Principal Community School Site Specialist	<u>Site Mapping/Fostering Conditions/Outreach/ Partner List:</u> May/August

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	and inspire staff members to explore new ideas and innovative strategies.	Valinda Community Schools Advisory Council District Community School Coordinator Community Partners	<u>Engaging:</u> August-May <u>Monitor and Evaluate:</u> April/May
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SMART Goal 3: Goal 3: Strengthened Progress Monitoring and Possibility Thinking to Increase in Student Success.

Evidence of Impact:

- Improvement in shared accountability, support and collaborative practices.
- Improvement in school climate, culture and wellness.
- Improvement in the role of community partnerships in expanding access to learning and resource opportunities.

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Decrease suspension rates Increase staff knowledge on culturally responsive practices. Increase connection to the community, their culture, and their language.	Metric/Indicator (2023 Dashboard) 1a Dashboard Suspension Rate- All Students 1b Dashboard Suspension Rate- Low Income 1c Dashboard Suspension Rate-English Learner 1d Dashboard Suspension Rate- Foster Youth 1e Dashboard Suspension Rate- SWD	1a. 0.7% 1b. 0.9% 1c. 1.6% 1d. n/a 1e. 0% 2. 23-24 CHKS results indicated that 71% of 5th grade students feel "Safe or Very Safe at School" and 73% Agree or Strongly Agree that there is "Overall Connectedness" in our school. We did not meet the 23-24 goal as there was a slight decrease in both areas.	1a. All Students Baseline: .6% suspended at least one day 1b. Low Income Baseline: .4% suspended at least one day 1c. English Learners Baseline/ Actual Outcome: 1.6% suspended at least one day 1f.SWD Baseline/ Actual Outcome: 0% suspended at 2. 24-25 CHKS results indicated that 61% of 5th grade students	1a. Decrease to .2% 1b. Decrease to .2% 1c. Decrease to .5% 1d. 1e. 1f. maintain to 0% B. Increase at 80% CHKS results for connectedness.

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			feel "Safe or Very Safe at School" and 69% Agree or Strongly Agree that there is "Overall Connectedness" in our school. We did not meet the 24-25 goal as there was a decrease in both areas.	
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Expand Community School Advisory Council <u>Recruit Members:</u> Develop outreach campaigns. Mapping and continued efforts of outreach to community sectors: DMH, DPH, Foothill Family, local business, local sectors.	Valinda aims to increase Community School Advisory membership and engagement from diverse stakeholders within the community.	Principal Community School Site Specialist Valinda Community Schools Advisory Council District Community School Coordinator Community Partners	<u>Site Mapping/Fostering Conditions/Outreach/ Partner List:</u> May/August <u>Engaging:</u> August-May <u>Monitor and Evaluate:</u> April/May
Strengthened Professional Learning for school staff.	Valinda aims to continue to foster a culture of continuous improvement, enhance collaboration and coordination, and inspire staff members to explore new ideas and innovative strategies.	Principal Community School Site Specialist Teaching staff Community Partners	<u>PD training list and scheduling:</u> May/August <u>Engaging:</u> August-May <u>Monitor and Evaluate:</u> April/May

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

This year, the Valinda Assets and Needs survey, along with additional data from various school resources was utilized to guide the continued growth of our Implementation Plan for Valinda Community School. This year Valinda did not meet the supermajority response for their Valinda Assets and Needs survey, a challenge in low participation rate and not meeting the threshold for survey responses to fully gauge the community feedback. Moving forward with future Community Schools survey, will explore methods to enhance survey participants to help achieve our goal of securing a supermajority response, by targeted outreach, using multiple platforms and incentives or supports. While there are many valuable assets Valinda has in place, there is always room for continuous improvement and growth. Recognizing the importance of community input, during parent advisory meetings, both parents and staff actively participated in discussion and provided insight feedback. Valinda had challenges of maintaining consistent parent attendances, low participation or attendance due to barriers like work schedules, meaningful participation and communication. Collaborative efforts from Valinda aims to foster an environment of ongoing development and to continue improvement at Valinda. Establishing multilingual communication channels, flexible meetings times and continued relationship building to ensure all families feel welcomed and valued.

Whole Child Supports

This section is aligned with the [Whole Child Suppts 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 support and integrated into your community schools work,

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- Check the box in column C if you engaged with or expanded partnerships during the 2025-2026 school year
- Check the box in column D if training or professional development in that area occurred during the 2025-2026 school year
- Check the box in column E if you expanded your capacity to offer the support during the 2025-2026 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 school's 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		X		X	X
Mental health Screening and Services	Yes		X		X	X
Nutrition Services and Support	Yes				X	X
Academic Support (tutoring, specialist, etc.)	Yes		X		X	
Counseling Center	Yes	X		X		X
Multi-Tiered System of Support	Yes	X			X	X

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Supports	Are these whole child supports part of your community school's 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
Coordination of Services Team (e.g., COST team)	Yes	X			X	X
Before School (times/services)	Yes	x				
After School (times/services)	Yes	x				
Summer Programs	Yes	x				
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	Yes	x		x	x	
Parent Leadership Development and Opportunities	Yes	x	x	x	x	
Student Leadership Development and Opportunities	Yes	x				

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Supports	Are these whole child supports part of your community school's 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
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	x		x	x	x
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes	x			x	x
Home Visits	Yes	x		x		x
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Yes	x	x		x	
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	x			x	x
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes	x	x		x	x

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Supports	Are these whole child supports part of your community school's 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	x				x
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.)	Yes (5th DI)	x				
Advisory System (advisor roles, classes, curriculum, etc.)	Yes	x		x		
Insert additional rows to include your local supports, practices, etc.						



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