

Implementation Plan (2025-2026)

Wing Lane Elementary School

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

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

	Historical Quantitative Data			
	SY 22-23	SY 23-24	SY 24-25	SY 25/26
Graduation Rate	N/A	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate	42.4%	35.8%	20.1%	20.2%
Suspension Rate	0%	0%	0%	0%
Expulsion Rate	N/A	N/A	N/A	N/A
College Going Rate (CGR)	N/A	N/A	N/A	N/A
A-G Completion Rate	N/A	N/A	N/A	N/A

Reflection on Engagement	
Topic	How would you describe the following areas at your school site? This type of data might come from interviews or focus groups. It might come from the levels of involvement of these groups that are part of the Community School Council. You may include quantitative data (such as survey data, workshop data, attendance data).
Student Engagement	Student engagement is closely tied to positive attendance rates and supports a positive school climate. According to the California School Dashboard, Wing Lane Elementary has a 20.2% chronic absenteeism rate. Chronic absenteeism will remain an area of focus throughout the school year. In November 2025, 185 Wing Lane students in grades 3-5 took the Needs and Assets Assessment Survey. The survey results showed that 74.5% of the students who participated feel safe at school and 69.6% of students feel cared for by teachers and other grown ups. Students' sense of belonging should be reflected in their participation in school sponsored events and their motivation to learn. Wing Lane Elementary utilizes a multi-tiered approach to ensure that student engagement is prioritized by identifying students who are disengaged in school or lack a sense of belonging. In the past, students have earned positive



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	<p>incentives such as invitations to special events (Glow Dance, awards recognition, etc.) students will be invited to attend for improving and maintaining positive attendance, works closely with our school counselor to provide referrals for counseling services, and will collect Street Data through student centered Community Circles and focus groups.</p> <p>At Wing Lane, attendance data and community feedback is monitored to build a responsive system that supports academic success and social-emotional well-being. Monthly character lessons for TK-5th grade students are aligned with the school-wide Brushed Roots Arts Program. 364 students participate in the Brushed Roots program which fosters creativity and reinforces school-wide expectations. Survey data will guide program development and measure effectiveness in engaging students.</p> <p>The November 2025 Needs and Assets Survey confirmed ongoing interest in enrichment opportunities, echoing the findings from November 2024. In response, Wing Lane partnered with My1of1 to begin a graphic design program for 40 4th and 5th grade students, scheduled to begin in March 2026. Student voice is essential to planning for engagement opportunities. Through Student Leadership, Sunshine Crew, and Community Circles, students propose activities, vote on Spirit Days and event themes, and offer suggestions for other activities they would like to have at Wing Lane.</p> <p>Student engagement is positively impacted when there is consistency in planning and when students have the opportunity to participate in activities and programs that are of high interest to them. Addressing student engagement has been very challenging due to ongoing construction at Wing Lane; resulting in half of the students being housed at another school site for part of the year. Lack of available space and being short-staffed are additional factors that have not allowed for adequate student engagement opportunities. Moving forward, a greater focus on identifying chronically absent students by utilizing Aeries data and reports provided by the district Student and Family Services department, will guide future interventions and determine what student needs are not currently being met.</p>
<p>Family Engagement</p>	<p>Wing Lane has a strong Parent Boosters group that provides volunteer opportunities throughout the school year. Families also have the ability to participate in committees that are part of the site decision-making process. These groups include the English Learner Advisory Committee (ELAC) with three parent participants, the Community School Advisory Council (CSAC) with four participants, and School Site Council (SSC) with four participants. Coffee with the Principal was an event that was held multiple times a year, but due to construction and lack of space, this community forum has not been held this school year.</p> <p>Due to overlap in parents who participate in our committees, the Community School Advisory Committee and the School Site Council have had to be combined to ensure that data is reviewed and decisions are made without the</p>



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	<p>same information being shared with the same parents. Families that participate in school committees are encouraged to share their feedback and opinions regarding school wide initiatives. Efforts are made to ensure that family members have access to the information in their native language, including handouts, reports and presentations. There is a need to increase family involvement in our school committees. Some strategies to increase participation are to make direct phone calls and send ParentSquare messages to families, while also offering varied times for meetings, including evenings and virtually, to accommodate family work schedules.</p> <p>Even with the challenges of students housed at two different sites, families have shown flexibility with pick-up and drop-off schedules and understanding when school events, that have become tradition, have to be cancelled. Booster sponsored events remain popular, and families have expressed eagerness to have all Wing Lane students on one campus once bond improvements are complete. Despite these challenges, family participation in school events that have continued have been popular. For example, families donated over 80 costumes during our Community School Costume Drive, and more than 200 attendees joined our annual Booster sponsored Trunk or Treat celebration. These events highlight the commitment of families to maintaining a sense of community during this transitional period.</p> <p>Needs and Assets survey data from November 2025 indicates that families would like additional evening events, parent workshops, and resources such as food and hygiene items, and immigration information. To meet these requests, we will plan to offer monthly sessions on topics such as academic support, social-emotional learning, and community resources. We have partnered with Feed the Children and God’s Pantry, to provide food and resource distribution. Families have access to Red Cards and immigration rights information and resources. Wing Lane had to put many planned events on pause due to the construction that occurred during the 25/26 school year.</p>
<p>Staff Engagement</p>	<p>Staff engagement at Wing Lane Elementary is evident through strong participation in school events, active involvement in decision-making councils, and participation in enrichment activities. Many Wing Lane teachers tutor students after school, serve as coaches for Science Olympiad, Speech and Debate, and basketball. Staff also contribute meaningfully to the School Site Council and Community School Advisory Council, reinforcing a culture of shared responsibility and continuous improvement. Approximately 75% of Wing Lane staff participated in the Booster-sponsored Trunk or Treat event, which was held after school hours, demonstrating their commitment to fostering community connections beyond the school day. Wing Lane staff actively engages in professional learning to strengthen instructional practices and to learn strategies to support students. Feedback gathered from staff meetings and the Needs and Asset survey identified three areas that Wing Lane staff would like further training on: Trauma-Informed Practices, Culturally Responsive Teaching, and Restorative Practices. New staff members have also been engaged in onboarding sessions and professional development, ensuring alignment with Wing Lane’s vision and best practices for supporting students.</p>



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	<p>The Wing Lane Leadership team prioritizes staff well-being and collaboration providing opportunities for staff input on school initiatives through surveys and advisory groups. 56% of the Wing Lane staff filled out the Needs Assessment Survey in November 2025. Our social committee was formed during the 24-25 school year to lead staff celebrations and recognition. Next Steps include maintaining 90% participation in professional development offerings aligned with instructional priorities, maintaining staff participation in Boosters and Community School sponsored events, and continuing to foster a positive school climate by implementing quarterly staff appreciation events and expanding wellness initiatives.</p>
<p>Community Engagement</p>	<p>Community engagement remains a priority area for Wing Lane, and recent partnerships demonstrate progress toward building strong connections and addressing identified needs. New partnerships include My1of1, which will provide a graphic design program for 40 fourth and fifth grade students beginning in March 2026, directly responding to student requests for new enrichment opportunities identified in the Needs and Assets Survey. Contributions from local organizations have supported families during the holiday season. One&All Church donated backpacks, while another community member and church volunteers delivered 69 Happy Meals and building block sets to all TK and kindergarten students. Additionally, La Puente Library representatives participated in our Trunk or Treat event, which drew over 200 attendees, and plans are underway for a student library visit at the beginning of next school year. Wing Lane attempted to partner with the HLPUSD Adult Education department to provide family workshops with topics ranging from Guiding Children in Conflict Resolution to Developing Responsibility and Independence. Due to the disruptions that occurred because of construction on site, we did not have the available space to move forward with the intended workshops.</p> <p>Wing Lane families were invited to a shared financial literacy workshop, led by a representative from Modern Woodmen of America. Our feeder school, Grandview College Preparatory Academy, hosted this workshop in partnership with Wing Lane due to space limitations at our site. Wing Lane is also working with a community member to host health insurance information sessions for families at the beginning of next school year, addressing survey feedback requesting access to essential resources. Looking ahead, we plan to open a Family Resource Room once additional classrooms become available after bond construction is completed. This space will serve as a hub for mental health and academic resources, and will house food, clothing and hygiene items for families. To ensure long-term impact, we will create a Community Partnership Directory to track services and maintain consistent communication. We will also continue to reach out to organizations to build new partnerships. The My1of1 graphic design program will begin in March 2026, our Family Resource Room will be opened by March 2026, and we plan to</p>

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secure at least one additional community partner to provide academic support to students by the end of the 26-27 school year.

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	<p>At Wing Lane, decision-making is collaborative and involves input from various stakeholders. Introducing the Community School model is a delicate process, as change is always a concern. Stakeholders include School Site Council members, English Learner Advisory Committee, Classified and Certificated Staff Members, Student Council, and Parent Boosters Organization. Initial presentations have to be given in order to generate feedback and questions regarding Community Schools.</p>	<p>Wing Lane has made progress transitioning from the Visioning Phase into the early stages of the Engagement Phase on the Community School capacity-building continuum. This shift reflects meaningful growth in both shared understanding and stakeholder commitment which is promising considering that Wing Lane has been in the process of school construction for a majority of the school year. Meetings with our advisory committee have been limited in comparison to last school year because of the many disruptions that have occurred recently.</p> <p>The data collected from the Needs and Assets Survey has provided valuable insights to guide planning and decision-making. There is a strong commitment to transparent and ongoing communication regarding the information collected from the survey. Additional feedback collected from Street Data was also included in the information shared with stakeholders through multiple channels. Efforts to align the Community School Implementation Plan and the SPSA have reinforced the importance of shared responsibility and consistency. Overall, Wing Lane is moving beyond awareness of the Community</p>



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		<p>School model and toward active engagement, collaboration, and shared ownership as we move towards a sustainable program.</p>
<p>Collective Priorities: Setting Goals and Taking Action</p>	<p>We are in the Visionary stage of implementing the Community Schools Model at Wing Lane. Initial surveys were sent out electronically, discussions were held with the staff and 4th/5th grade students to gather their input. Information from the prior CHKS data, Northwest Evaluation Association (NWEA) data, CAASPP data, SPSA, and CA Dashboard have been reviewed and discussed during shared-decision making meetings and the formation of a Community Schools Advisory Council has begun.</p>	<p>Wing Lane has made steady progress in establishing collective priorities, setting goals, and initiating action steps. This reflects movement toward the Engagement Phase of the Community School continuum. The Needs and Assets Assessment data has been collected, analyzed and discussed amongst stakeholders. Participation in this survey and discussions have increased since last school year. This is a positive because it shows growing investment and shared responsibility. The data review discussions we have had allowed stakeholders to inform decisions and take ownership in the process. Continuous communication also reinforces a culture of transparency and collaboration.</p> <p>Wing Lane’s Community School Implementation Plan, aligned with the SPSA, reflects clearly identified priorities and goals. These include:</p> <ul style="list-style-type: none"> ● Increasing student engagement through enrichment programs and academic supports ● Strengthening family engagement through workshops, resource access, and school events ● Addressing mental health and physical health needs ● Expanding community partnerships ● Addressing chronic absenteeism <p>These identified goals and priorities have been consolidated into three main goals that have been shared with stakeholder groups. While progress has been made, it has been slower than we would like due to undergoing construction throughout the school year. We recognize that there are many opportunities to</p>



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		<p>strengthen our work moving forward. The next steps to fully enter the Engagement Phase include:</p> <ul style="list-style-type: none"> • Increasing student leadership and voice in planning and decision-making with the possibility of forming a student Community School Advisory group • Establishing a regular data review cycle to monitor progress, adjust strategies, and gather feedback • Collect additional stakeholder feedback through informal surveys, empathy interviews, street data, and listening circles <p>Overall, Wing Lane is demonstrating growth by moving from data collection and initial discussions toward intentional goal setting and furthering implementation, with a clear commitment to deepening collaboration, strengthening and increasing stakeholder voice, and focus on continuous improvement.</p>
<p>Collaborative Leadership</p>	<p>Many of the initial decisions made at Wing Lane are discussed and decided on by the Leadership team, staff and principal. As the school year continues on, SSC, ELAC, and Parent Boosters will be included in the decision-making process. Eventually, those decisions will also include more student input and the Community School Advisory Council feedback.</p>	<p>Wing Lane has made meaningful progress in strengthening Collaborative Leadership, signaling a transition from the Visioning Phase toward the Engagement Phase. Evidence of growth is seen in our decision-making processes, including identifying and prioritizing needs and outlining targeted initiatives. Our developing Community School Implementation Plan includes both short and long-term goals aligned with the Community School pillars:</p> <ul style="list-style-type: none"> • Expanded student engagement through enrichment programs and academic support • Increasing family engagement through leadership opportunities, workshops, and resource access • Strengthening community partnerships, with a focus on securing mental health and academic support services

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		<ul style="list-style-type: none"> Enhancing collaborative leadership through increased shared decision-making and transparency <p>Collaborative leadership is actively practiced through the Community School Advisory Council and School Site Council, where teachers, staff, and parents contribute to important decisions, such as, program selection and budget allocation. To further strengthen transparency and broaden participation, Wing Lane has implemented and continues to expand communication efforts through social media, ParentSquare, and multilingual flyers, ensuring that decisions and updates are accessible to a wider audience.</p> <p>Looking ahead, we have identified next steps to deepen collaborative leadership and fully move into the Engagement Phase. These efforts include:</p> <ul style="list-style-type: none"> Creating a student advisory group to elevate student voice in decision-making Integrating student input into what programs are brought to Wing Lane Scheduling regular progress reviews with all stakeholders to monitor goals and adjust strategies <p>Overall, Wing Lane is progressing from establishing foundational leadership structures to actively engaging stakeholders in shared decision-making, with a clear commitment to inclusivity, transparency, and continuous improvement. These efforts are building the foundation necessary for a collaborative leadership model where decisions reflect the collective voice of students, families, staff, and community partners.</p>
<p>Coherence: Policy and Initiative Alignment</p>	<p>Alignment of the LCAP, SPSA, and Community School initial Implementation plan needs to be done in order to identify goals and priorities. Alignment can be initiated by analyzing</p>	<p>Wing Lane Elementary has made progress in aligning the Local Control and Accountability Plan (LCAP), the School Plan for Student Achievement (SPSA), and the Community School Initial</p>

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	<p>data from various sources (surveys, discussions, needs assessments, etc.). Goals and priorities should be focused on student outcomes, programs, resource allocation, and current curriculum. Budgetary implications, staffing availability, communication, and plan development are all critical to the alignment of the LCAP, SPSA, and CSIP. Ongoing monitoring and assessment of progress are important for creating a culture of continuous improvement and to identify areas that need adjusting.</p>	<p>Implementation Plan (CSIP) to ensure coherence across goals and priorities. This alignment began with a thorough analysis of survey data, staff discussions, and needs assessments, focusing on student outcomes, program effectiveness, resource allocation, and curriculum. Budgetary implications, staffing availability, and communication strategies were considered throughout the planning process to ensure feasibility and sustainability.</p> <p>Through this collaborative effort, Wing Lane identified key priorities, including expanding mental health services, increasing access to academic interventions, creating more family engagement opportunities, and improving attendance to support academic success. To address these priorities within budget constraints, staff, leadership, and the Community School Advisory Council reviewed current programs to determine which were most beneficial to student achievement and school climate. Attendance strategies include personal check-ins with chronically absent students and recognition activities, such as inviting students with high attendance percentages to celebratory events.</p> <p>Wing Lane is working with our school counselor, our MTSS TOSA, and leadership team to ensure that CSIP goals are embedded in instructional practices and student support. These collaborations strengthen coherence across programs and policies and confirm our progress towards the Engagement Phase of the Coherence capacity-building continuum.</p>
<p>Staffing and Sustainability</p>	<p>The goals for staffing are to hire academic and behavioral interventionists, a full-time counselor and school psychologist, and Community Specialist. This requires the development of job descriptions, posting the positions after HR approval, interviewing and hiring. The position should be</p>	<p>Wing Lane is in the Visioning Phase on the Community School Capacity Building Progress Gage. We recognize the need for additional roles, including an office assistant and a Culture and Community Liaison to strengthen family engagement and cultural responsiveness. To achieve this, the Community Schools</p>



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	<p>sustainable and a funding source will need to be established if not identified already.</p>	<p>budget is being reviewed to determine if it is feasible to hire for these positions. We are determining if staffing priorities can be embedded into the SPSA and LCAP to ensure long-term sustainability Wing Lane will prioritize diverse, multilingual candidates for future hires. Wing Lane plans to complete the budget review by March 2026.</p> <p>At a district level, each Community School has three more years of the Community School grant. When completing the Annual Progress Review, a Sustainability Plan will be completed to begin brainstorming needs and funding sources when the grant is completed.</p>
<p>Strategic Community Partnerships</p>	<p>Many of the initial decisions made at Wing Lane are discussed and decided on by the Leadership team, staff and principal. As the school year continues on, SSC, ELAC, and Parent Boosters will be included in the decision-making process. Eventually, those decisions will also include more student input and the Community School Advisory Council feedback.</p>	<p>Wing Lane Elementary has successfully sustained all previously established partnerships, which are confirmed to continue through the 25-26 school year, while actively developing new collaborations to address identified needs from the Needs and Assets Assessment. We are currently transitioning from the Visioning Phase to the Engagement Phase on the Community School capacity-building continuum. Recent partnerships included My1of1 Graphics Arts Program beginning February 2016. This program will serve 40 fourth and fifth grade students, directly responding to survey feedback requesting enrichment opportunities. My One&All Church provided essential resources such as backpacks and holiday gifts for families, addressing family needs for material support identified in the survey. A local community member and another church organization donated meals and toys for 69 TK and Kindergarten students, fostering a sense of care and belonging. Lastly, La Puente Library supported literacy initiatives through event participation and an upcoming student visit, aligning with academic enrichment priorities. Wing Lane continues efforts to partner with HLPUSD Adult Education to deliver targeted family workshops.</p>

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		<p>These partnerships align with priorities identified in the Needs and Asset Assessment that include, student enrichment opportunities, family engagement and resource access, and academic and literacy support. Wing Lane works with Equity and Access to formalize partnerships through Memorandums of Understanding to ensure clarity of roles and sustainability.</p> <p>To measure effectiveness, Wing Lane will track participation rates for programs and events (e.g., number of students served by My1of1, family attendance at events). Collect feedback surveys from families and students after events to assess satisfaction and impact.</p> <p>Next steps include, securing additional partnerships for family workshops by Spring 2026 and establishing reviews to evaluate service utilization and adjust strategies. These actions will strengthen Wing Lane’s transition into the Engagement Phase, ensuring partnerships are responsive, sustainable, and aligned with Community School principles.</p>
<p>Professional Learning</p>	<p>There has been limited professional development in the area of Community Schools. Targeted training on trauma-informed practices, integration of Ethnic Studies lessons, SEL and mindfulness practices are also part of the long-term implementation goals.</p>	<p>Professional learning priorities include Trauma-Informed Practices, Mindfulness, and SEL, collaborating with school counselors to deliver PD sessions that strengthen Tier 1 supports and align with mental health goals. Another priority is Ethnic Studies integration so that we can have continued training to promote culturally relevant practices, foster a positive school climate and support historically marginalized students. Lastly, we would like to have more opportunities for staff to attend district level and site-based sessions for Community Schools focused on equity, family engagement, and whole-child supports.</p> <p>These offerings connect directly to Wing Lane’s priorities of strengthening mental health supports, enhancing Tier 1 strategies, and building cultural responsiveness. To move</p>

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		<p>toward the Engagement Phase, Wing Lane will develop a schedule of PD sessions on each of the priorities. We will invite families and partners to participate in workshops on SEL and cultural awareness to strengthen collaboration and shared understanding. We would like to incorporate student perspectives into PD planning to ensure strategies reflect their needs and experiences.</p>
<p>Centering Community Based Learning</p>	<p>Integration of Community-Based Learning has not been a focus at Wing Lane. There is a need to educate staff, families, and community members on the 4 Pillars of Community Schools through informational handouts, community meetings, Leadership meetings, SSC, and through the creation of a Community School Advisory Council.</p>	<p>Wing Lane is leveraging the four pillars of Community Schools in order to effectively center Community-Based Learning. Integrated Student Supports will continue to be strengthened by partnering with local organizations to provide resources and authentic learning experiences. To deepen community-based learning, Wing Lane has begun piloting small-scale projects, such as creative expression through the My1of1 Graphic Design Program, collaborating with La Puente Library for literacy-focused events and an upcoming student visit, and by integrating Ethnic Studies lessons into classroom projects to reflect community assets and student identity.</p> <p>Instruction is being customized for English Learners and students with unique needs through differentiated strategies and culturally relevant materials, ensuring equitable access to learning. Due to year long construction at Wing Lane, it has been difficult to bring in additional community partners to support Centering Community Based Learning, due to the lack of facilities and students being housed at two school sites. We are currently in the Visioning Phase on the Community School capacity-building continuum.</p>

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<p>Progress Monitoring and Possibility Thinking</p>	<p>There is currently no system in place to monitor progress of Community School Initiatives. A system for data collection and analysis will need to be created in order to effectively evaluate needs and next steps.</p>	<p>Collaborative efforts have advanced through the establishment of the Community Schools Advisory Council, alongside active engagement with the School Site Council (SSC) and Leadership Team. Utilizing the Community Schools Needs Assessment Surveys, we have collected valuable data from key stakeholder groups, including families, staff, and 3rd–5th grade students. Evidence of Possibility Thinking emerges in the analysis of this data, as families, staff, and students demonstrate strong alignment in their priorities for Wing Lane. This shared vision creates a foundation for meaningful parent and community engagement opportunities.</p> <p>To move closer to the Engagement Phase, Wing Lane will break down survey results by grade level, English Learners, and other subgroups to identify equity gaps and targeted needs. We will conduct follow-up surveys in Spring 2026 to measure progress and refine priorities. Findings and priority areas will be presented during Leadership Team and Community School Advisory Council meetings to ensure transparency and celebrate progress. We will continue to share updates through ParentSquare, newsletters, and teacher teacher communication portals.</p>
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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?

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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 (3rd-5th Grade) ● 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 ● 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)
Community members	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Yes ● No 	<ul style="list-style-type: none"> ● Surveys 	<ul style="list-style-type: none"> ● Surveys

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	<ul style="list-style-type: none"> No 		<ul style="list-style-type: none"> One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> 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>
<p>Our largest historically marginalized group continues to be families experiencing homelessness (McKinney-Vento) and students with disabilities. These groups have been identified using tools such as the Student Housing Questionnaire, family disclosures, and other data sources (Aeries and family surveys). In collaboration with the HLPUSD Equity and Access Office, and other established partnerships, we will continue to work on removing barriers by ensuring immediate enrollment in school regardless of documentation and by providing access to food resources, mental health supports, and basic need items.</p> <p>Wing Lane also serves students and families from low-income households, English learners, and a growing number of newcomers. We distribute Needs Assessment Surveys to gather targeted feedback that informs programs and decision-making. Families continue to express interest in engaging through events like Family Nights and workshops, and we are committed to building trust and inclusivity by creating systems that address academic, behavioral, and social-emotional needs. Moving forward, we plan to expand programs, identify underserved sub-groups, and create intentional spaces for education, wellness, and resources to ensure all families feel welcomed and supported. Our progress has been challenging due to construction on our campus and displacement of a number of classes to another school site. We believe that when students return to one campus, our efforts to target areas identified in last year's Implementation Plan, will be brought to fruition with consistency and will help build sustainability.</p>	<p>At the beginning of the school year, we identified our largest historically marginalized groups as students and families experiencing homelessness (McKinney-Vento) and students with disabilities. Wing Lane worked to reduce barriers by offering ongoing support such as mental health services, basic needs items, through collaboration with our HLPUSD Equity and Access office, and consistent check-ins. Some students were also provided Hot Spots so that they would have access to the internet at home.</p> <p>Throughout the year, Wing Lane expanded with efforts to include additional historically marginalized groups, including low-income families, English Learners, and newcomer students. Recognizing the growing population of families in need of resources, Wing Lane identified the need to strengthen communication systems and provide more targeted support to help families that were reluctant to reach out in the past. 15 families were consistently contacted to pick up fresh produce, shelf stable food items, laundry care items, and hygiene necessities.</p> <p>The Needs and Assets Assessment Survey served as another step in deepening engagement with historically marginalized groups. This process provided valuable, targeted feedback from families, students, and staff members, in regards to their needs, priorities, and desired supports.</p>



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	<p>Participation in school events such as Family Nights and parent workshops further demonstrated and increased interest from families in engaging with the school community. Collecting and analyzing this data allowed Wing Lane to better align programs, resources, and partnerships with the lived experiences of its families.</p> <p>A key accomplishment this year was the establishment of a Family Resource Room, created following the completion of campus construction. This space serves as a centralized, welcoming hub where families can access food, hygiene products, and clothing, helping to remove barriers to student success. Wing Lane strengthened its partnerships with community organizations, including God’s Pantry and Feed the Children, whose donations directly supported families in need. These efforts ensured that historically marginalized families had equitable access to essential resources in a respectful and supportive environment.</p> <p>Collaboration with the Equity and Access Office remained a critical component of this work, ensuring families received guidance, connection to services, and advocacy support. Wing Lane emphasized building trust and fostering open communication. While meaningful progress has been made, Wing Lane recognizes that some historically marginalized subgroups remain under-identified due to limited awareness or outreach. As a result, we are committed to increasing outreach efforts. Next steps include creating more intentional, inclusive spaces for education, wellness, and access to resources, as well as strengthening communication systems to ensure all families feel informed, welcomed, and empowered.</p>
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Goals and Actions

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



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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 and Community Involvement and Engagement</p> <p>By May 2026, family and community engagement will increase at Wing Lane Elementary School as evidenced by:</p> <ul style="list-style-type: none"> • A 10% increase in school sponsored events and participation. • Participation in parent workshops by creating partnerships with organizations that provide workshops (e.g. HLPUSD Adult Ed) • Establish three new community partnerships. 	<p>According to the Comprehensive Needs Assessment survey, data showed that parents want additional engagement events and activities, with 65.5% of respondents requesting Family Fun Nights. 87.5% of staff respondents stated that there is a need for parent workshops on student learning and development. The data suggests that there should be a balance between entertainment related events to increase family and community involvement, as well as educational workshops that will help families support their child academically.</p> <p>More families need to be involved in site decision-making committees, such as the School Site Council (SSC), ELAC, and the Community School Advisory Council. Needs Assessment Survey data also revealed that families would like access to workshops on how to support their child with homework, ESL, and technology training.</p> <p>Family and community involvement and engagement plays a critical role in improving attendance rates, academic achievement, and focuses attention on the development of the Whole-Child. Students need to feel that they are valued, that their culture is celebrated, and that their voices are heard. It is necessary to build partnerships that are sustainable and aligned with the data gathered in the Needs Assessment and the goals developed by the CCAC. We want to create a more inclusive school environment and culture where families feel empowered and valued as they navigate through their child's</p>

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	<p>elementary school years.</p>
<p>Goal 2: Increase Academic Support and Tutoring</p> <p>By May 2026, additional academic enrichment and intervention services will be provided at Wing Lane Elementary as evidence by:</p> <ul style="list-style-type: none"> • A 10% increase in students receiving academic support by the academic interventionist and/or tutoring services. • A 10% decrease in families requesting additional academic support for their student(s). 	<p>The Comprehensive Needs Assessment survey highlights that students, staff and families all agree that there is a need to increase available academic support and/or tutoring at Wing Lane. It is imperative to partner with organizations that help support student success and provide academic interventions, tutoring, and academic enrichment. All respondents surveyed stated that there is a need for academic support in Reading, Writing, and Math.</p> <p>Although chronic absenteeism has decreased steadily over the past three years, there is still a need to address chronic absenteeism. Chronic absenteeism has a direct impact on the academic success of students who are not attending school regularly. It is important to stress the importance of attendance to families on a regular basis and to begin this messaging from the time students enter school in TK/K. Early academic interventions are important because they address academic delays and gaps as they begin to occur.</p>
<p>Goal 3. Social-Emotional/Mental Health Support</p> <p>By May 2026, social-emotional and mental health support will increase at Wing Lane as evidenced by:</p> <ul style="list-style-type: none"> • A 10% increase of SEL lessons/activities throughout the school year. • A 10% decrease of students identified as "at-risk" on the Universal Screener. • A 10% increase of mental health referrals and/or interventions. • A 10% decrease of 5th grade students responding "No" to the question "Do you know who to get help from at school when you feel 	<p>The Comprehensive Needs Assessment survey highlights that there is a need for social-emotional programs, with 76.4% of households responding that they would like more SEL programs for their child to participate in. Staff emphasize the importance of early intervention and better systems to identify and support students facing non-academic barriers such as mental health challenges. The staff feel that on-site counseling services are a high need at 70.8%.</p> <p>Some students suggested that they do not feel that they are a part of the school and that their culture is not celebrated. Due to these responses, there</p>

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<p>sad, stressed, lonely, or depressed," on the California Healthy Kids Survey.</p>	<p>is a need to ensure that students are feeling that they are important and valued. Counseling referrals and requests to speak with the counselor have increased this school year. With limited resources and the counselor only being on-site three days a week, partnerships with outside mental health organizations and education to reduce the stigma that is sometimes associated with seeking out therapy is essential.</p>
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Goal 1: Strengthen Family and Community Involvement and 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)
Total number of participants in workshops.	Sign-In Sheets: Document the number of participants at workshops offered by collecting sign-in sheets.	0%	0%	TBD
Total number of participants at school sponsored events.	<p>Survey Data: Analyze data of requests for workshops and school event requests.</p> <p>Tickets Sales and RSVPs: Document the amount of tickets sold for a school event and</p>	<p>Comprehensive Needs Assessment Survey (Request for workshops and school events): 47.3%</p> <p>0%</p>	<p>Comprehensive Needs Assessment Survey (Request for workshops and school events): 47.3%</p> <p>Families who purchased Sweethearts Dance tickets: 43%</p>	<p>Comprehensive Needs Assessment Survey (Request for workshops and school events): 37.3%- 10% decline in requests for workshops</p> <p>Families who will purchase Sweethearts Dance tickets: Increase of 10% (53%)</p>

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	families RSVPing for a school event.			
Establish community partnerships.	Community Partnership Reports: Assess what partnerships have been formed and the impact these partnerships have had on students, families, and staff.	0%	0%	Increase to 3 community partnerships

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Parent/Family Workshops	Implement monthly parent workshops aligned to the Comprehensive Needs Assessment data and topic requests gathered through additional surveys.	Administrator Community School Site Specialist HLPUSD Adult Education Partnership School Counselor	Schedule the first workshop for September 2025 , proceed with monthly workshops, and evaluate the impact in May 2026 .
Parent Engagement Resource Room	Developed the Parent Resource Center that offers parent workshops and access to resources and information on external organizations.	Partnerships with local agencies Community School Site Specialist Administrator School Counselor	Begin setting up the resource room space (part of the library) by June 2025 . Have the grand opening of the resource room by September 2025 .
Parent Volunteer Recognition Celebration	Have an end of the year celebration for parent/family volunteers to acknowledge their value and our appreciation of them.	Community School Site Specialist Principal	Hold the celebration in April 2026 .
Bi-Monthly Family Engagement Nights	Hold bi-monthly family engagement events, such as, family nights, literacy and math nights, and art nights.	Community School Site Specialist Administrator Leadership Team	Begin bi-monthly family engagement nights in September 2025 through April 2026 . Evaluate the amount of

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		Teacher Volunteers School Staff Support	participation in May 2026 .
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Goal 2: Increase Academic Support and Tutoring

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)
Total number of students receiving after school tutoring services.	Report of the total number of participants by teachers providing after school tutoring.	Teachers Reported 11.9% (45 students)	Teachers Reported 11.9% (45 students)	10% increase of students receiving after school tutoring services. (At least 12.9% of the student population)
Total number of students attending academic intervention.	Report of total number of participants by academic interventionists.	Academic Intervention Reported 12.7% (48 students) *Academic Interventionist started in late March	Academic Intervention Reported 12.7% (48 students) *Academic Interventionist started in late March	10% increase of students receiving after school tutoring services. (58 students)
Partnership with an outside organization that can provide additional academic support.	Report of total number of participants by outside	0%	0%	At least 1 partnership with an outside organization

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	organization.			
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
After school tutoring in individual teachers' classrooms two days a week.	Teachers will use 24/25 academic data (MAP scores, running records, CAASPP scores, etc.) to determine which students should participate in after-school tutoring. Teacher will ask for parent/guardian consent.	Teachers	Work with teachers to establish what students will be attending after school tutoring and collect academic data (MAP scores, CAASPP data, etc.) beginning September 2025 , proceed with monthly data review, and evaluate the impact in May 2026 .
Student(s) pull out for academic intervention during the school day two days a week.	The academic interventionist will use 24/25 academic data (MAP scores, running records, CAASPP scores, etc.) to determine which students should participate in after-school tutoring, along with teacher recommendations.	Academic Interventionist	Work with academic intervention to establish what students will be attending after school tutoring and collect academic data (MAP scores, CAASPP data, etc.) beginning September 2025 , proceed with monthly data review, and evaluate the impact in May 2026 .
Partnership to provide on-site tutoring support.	Seek out partnerships with local high schools, colleges, or organizations to provide on site tutoring support to students during and after school. Can be virtual or in person. Individual or group.	Partner Organization	TBD

Goal 3: Social-Emotional/Mental Health Support

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Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Increase participation in Social Emotional lessons and activities in the classroom and school-wide. Use Second Step curriculum and other supplemental resources.	Track how many students were present the day of the lesson/activity.	1 lesson per month (total of 10 lessons)		Increase of 2 lessons per month, the second being a refresher.
Bi-monthly social-emotional assemblies.	Track how many students were present on the day of the lesson/activity.	0%		Increase to 1 assembly every other month.
Integrate PBIS expectations and rotations.	Track behavior incident data.	1 time a year in August		At least two PBIS rotations per school year in August and January.
Partner with a mental health agency/organization.	Track referrals to mental health agencies with current MOU's and newly formed partnerships.	13 referrals (3-Foothill Family, 7-Enki, 3- Pacific Clinics) 3.4% of the student population.		10% increase in referrals to external mental health agencies. (Increase to at least 13.4% of the student population.

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Second Step curriculum has not been used for SEL lessons. Begin to use Second Step curriculum and other supplemental resources for SEL lessons and activities with fidelity.	Monthly social emotional themes connected to lessons (i.e. empathy, patience, manners, etc.). Connect to mental health themes and topics.	Community School Specialist School Counselor Teachers	Begin tracking lessons and activities, as well as behavioral and mental health referral data in late August 2025 , analyze the data and determine the effectiveness of the lessons and activities in May 2026 .
Have bi-monthly assemblies with a focus	Bi-monthly SEL/mental health	Community School Specialist	Begin bi-monthly assemblies in September 2025 , send out

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<p>on SEL and mental health topics.</p>	<p>assemblies will be developed to educate students and/or families about a variety of mental health and SEL topics. Students and/or families will be given resources to address different areas that are relevant to elementary school students (i.e. positive friendships, perseverance, anxiety, helping others, etc.).</p>	<p>School Counselor Principal</p>	<p>a feedback survey to those in attendance, in April 2026, review impact in May 2026.</p>
<p>Integrate and review PBIS strategies formally twice a year and have visuals and reminders daily.</p>	<p>Bring back the formal PBIS rotations twice yearly to remind students about the school expectations, referring back to them on a consistent basis. Embed the expectations into daily activities on campus (i.e. during lunch, in front of the school, in the office, on the playground, etc.).</p>	<p>Community School Specialist Principal Staff Teachers</p>	<p>Begin rotations in August 2025 and look at behavioral and mental health data from the prior school year, review PBIS expectations in January 2026, analyze behavioral and mental health data in May 2026 to determine the impact of the PBIS rotations on students' mental and behavior referrals.</p>
<p>Develop new partnerships with mental health organizations.</p>	<p>Begin seeking out partnerships with external mental health agencies/organizations to bring in additional resources for students and families. Develop stronger relationships with current mental health agencies with MOU's.</p>	<p>Community School Specialist Mental Health Agencies School Counselor</p>	<p>TBD</p>

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Overall Reflection

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

There has been meaningful progress in the implementation of the CCSPP Grant at Wing Lane Elementary, while also revealing several significant challenges that have affected the pace and depth of implementation. The most pressing challenge has been the ongoing construction on campus that has resulted in approximately half of the Wing Lane population being displaced to our feeder school, limited access to shared and accessible spaces, and the cancellation or postponement of key engagement activities, such as workshops, advisory meetings and community events. This disruption directly impacted all four pillars of the Community School model and Capacity Building, by limiting opportunities for consistent student programs, family engagement, and community partnership development. Additionally, staffing constraints and limited time for collaboration made it difficult to fully implement necessary steps to achieving our goals.

Despite these barriers, Wing Lane implemented adaptive solutions to maintain forward momentum. We strengthened communication systems through digital platforms, increased flexibility by collaborating with feeder schools and community organizations to host an off-site event, and expanded resource distribution efforts through partnerships with organizations, such as, Feed the Children and God's Pantry. The establishment of a Family Resource Room following construction completion represents a significant step toward sustainability and integrated support services. In addition, the use of the Needs and Assets Survey data, student voice structures utilizing Community Circles and student leadership groups, and targeted outreach to historically marginalized families helped ensure that planning remained responsive and equity-centered. These strategies contributed to measurable improvement in increased participation in available programs and events, while also generating excitement for what is to come next school year.

Moving forward, intentional and consistent efforts must be made to expand participation opportunities and deepen and expand partnerships. Wing Lane will continue to streamline communication through intentional, bilingual means to ensure that all families remain informed, connected, and included. Opportunities for meaningful involvement of stakeholders will be expanded by encouraging participation in advisory committees, offering flexible meeting

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times, and increasing student and family voice into decision-making. Regular workshops and family events will be planned to support learning at home and strengthening relationships within the school community. Expanding partnerships will be a priority to provide critical resources such as academic support, wellness services, and basic needs assistance. Ongoing use of survey data, street data, feedback, and participation metrics will guide continuous improvement and ensure responsiveness to community needs.

To further strengthen CCSPP implementation, additional supports would be beneficial. Focus on building sustainable data systems, continued alignment of Community School initiatives with LCAP and SPSA, and developing effective progress monitoring tools would enhance coherence and accountability. Guidance on staffing models and long-term funding strategies is also needed to ensure sustainability beyond the grant period. With stabilized facilities and continued targeted support, Wing Lane is well-positioned to fully transition into the Engagement Phase. By fostering a welcoming school climate and prioritizing two-way communication, we will continue to build trust and shared ownership, creating a sustainable model of community engagement that supports student success and whole-child development.

Whole Child Supports

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

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

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



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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	No					
Mental health Screening and Services	No					
Nutrition Services and Support	No					
Academic Support (tutoring, specialist, etc.)	Yes	✓				✓
Counseling Center	No					
Multi-Tiered System of Support	Yes	✓			✓	
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	Yes		✓			



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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Summer Programs	No					
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	Yes			✓	✓	
Parent Leadership Development and Opportunities	No					
Student Leadership Development and Opportunities	No					
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	✓		✓		✓
Multiple Modes of Family Communication & Involvement	Yes	✓			✓	✓



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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
(e.g. student-teacher-family conferences, regular class information & outreach)						
Home Visits	No					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Yes		✓			
PBIS or Other Schoolwide Positive Behavior Philosophy	YNo					
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	No					
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes				✓	
Project-Based Learning	No					



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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Culturally-Sustaining Pedagogy	Yes			✓	✓	
Community-Based Curriculum and Pedagogy	No					
Personalized Learning Plans	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	No					
Insert additional rows to include your local supports, practices, etc.						