**Nelson 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 | | | |
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| | SY 22 - 23 | SY 23-24 | SY 24-25 |
| Graduation Rate | N/A | N/A | NA |
| Dropout Rate | N/A | N/A | NA |
| Chronic Absenteeism Rate | 38.5% | 24.5% | 24% |
| Suspension Rate | 3.9% | .6% | .6 |
| Expulsion Rate | N/A | N/A | NA |
| College Going Rate (CGR) | N/A | N/A | NA |
| A-G Completion Rate | N/A | N/A | NA |

| Reflection on Engagement | |
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| 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 at Nelson is developing. According to the Community Schools (CS) Needs Assessment, 86% of students reported feeling safe and supported by their teachers, 92% feel that their family culture and background is represented and respected at school, and 90% feel they are part of the school. Survey results indicate a need for expanded social-emotional learning and enrichment programs. Student interest in after-school activities like robotics, dance, and music shows a desire for a broader variety of activities . Attendance has improved dramatically in the last 3 years, our chronically absent students declined from 49% to 24%. Our goal is 96% attendance rate.<br>According to our California Healthy Kids Survey, 83% of our 5th grade students feel safe/very safe at school, our goal is to increase overall perception by 5%. In the area of connectedness, 77% of 5th graders agree/strongly agree with feeling connected to school, our goal is to increase this by 3%. |
| Family Engagement | Overall, family engagement is improving but there is still plenty of room to grow. According to the CS Survey, 70% of families reported feeling involved in their child's education, 45% of parents do not have time to volunteer and 21% do not volunteer but would like to. Parents expressed a desire for more family events throughout the year like fun nights: movie nights, paint nights and game nights. There has been a pause in offering these events as we currently do not have an active Parent Organization. Parents would like classes on how to assist their child with homework but there has also been a break in offering tutoring for students after school. In terms of workshops requested, 28% of our families would like classes to learn English. At our decision making meetings, School Site Council and English Learner |

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| | Advisory Council, we have a limited number of parents attend. We accomplish quorum with the minimum number of parents so improving parent participation is our goal for next year. In hopes of increasing parent volunteerism, we sponsored the fingerprinting cost required when applying to be a volunteer. That helped because we were able to add 5 new parents to our list. All the past, cleared volunteers moved on with their students to the middle school so we had to start over again. |
| Staff Engagement | Staff engagement is generally strong in terms of commitment to student success but highlights key concerns. Staff survey results show the staff thinks family workshops and volunteer opportunities would strengthen family involvement. The staff would like to see more after school tutoring and enrichment programs. Only 29% of staff believe the school is effectively addressing non-academic barriers to learning, indicating a need for more trauma-informed support and mental health resources. Many staff have expressed the need for support for additional training and wellness programs. Their involvement in the Community School Council reflects a willingness to co-create solutions and support whole-child approaches. |
| Community Engagement | Community engagement is currently limited, with only one official community partner, Boys & Girls Club. However, staff and families support increasing collaboration with outside organizations, particularly to provide mental health services, after-school enrichment programs, and wellness resources. The school's goal is to grow from 1 to 2 active partnerships by May 2026, with structured collaboration and shared events. We are reaching out to the local library to set up literacy days and for parent workshops on bringing awareness on library cards and accessing library services. |

**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**<br>Please provide a brief overview | **End of Year Reflection *(To be completed at the end of the year)***<br>Please Provide a brief overview |
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| Shared Understanding and Commitment | Staff and families are slowly becoming aware of the Community School model as it is mentioned at every parent meeting, the Specialist is introduced and the initiative is explained. A unified vision is still in development and not yet widely communicated. | Awareness of the Community School model has grown significantly in the last year. The Community Schools Specialist has intentionally become a constant presence at all school events any time of day and at meetings, such as SSC, ELAC, Dual Immersion Meetings. Stakeholders are now reaching out to her for questions and/or requesting resources like food pantry items, workshop information, help communicating with the teacher or other school related matters. Parents are a part of the Community Schools Advisory Committee where the philosophy, purpose and direction of Community Schools is reviewed, discussed and where next steps are planned. Marketing includes |

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| | | the Community Schools logo being on all school flyers, banners and announcements. The shared vision is being incorporated into conversations and activities. Families are aware of the school becoming a community school through ParentSquare, social media, word of mouth and from the students. Time is given at every staff meeting for Community Schools updates and initiatives. |
| Collective Priorities: Setting Goals and Taking Action | Initial conversations have begun around school priorities, but goal-setting is still led by a small group and not yet co-developed with broader stakeholders. We have a committee with equal representation of parents and teachers, 3 each but no students. Our goal is to have students from the student council join us as we continue to promote the Community Schools Initiative. | Stakeholders have collaborated on goal development and priorities during Community Schools Advisory Committee meetings and Student Council. A Needs and Assets Assessment Survey was conducted, data was compiled and disaggregated and shared at staff meetings and at CSAC. Feedback was requested and given at School Site Council and English Learner Advisory Committee meetings. Although parent attendance at these meetings continues to be low (less than 5%), meaningful discussions are had that lead to next steps. Implementation efforts are now widely communicated through updates in teacher's boxes. During staff meetings, our goals are reviewed and continuous feedback is given. Goals and next steps are discussed at weekly meetings with the Instructional Leadership Team (Principal, counselor, MTSS TOSA and Community Schools Site Specialist). Goals, updates and feedback are given and gathered at monthly staff meetings. |
| Collaborative Leadership | Leadership decisions are mostly made by administrators. Shared leadership structures and inclusive decision-making processes are not yet in place but are evolving. There is currently low participation at School Site Council and the English Learner Advisory Council. | Leadership is becoming more inclusive through the Community School Initiative. We have mapped out and assessed our teams with the goal of establishing governance and structure. Families and staff participate in decision-making spaces like the Community School Advisory Council and staff meetings. Members of the council discuss agenda items in a structured setting via an open dialogue and next steps are decided collaboratively. Information is then shared at multiple meetings, such as School Site Council and English Learner Advisory Committee. We have representation at the district level which is then shared back to the site. Relationships among staff and families have been established and personal invitations have been made to attend our steering committee and to be more involved in the decision making process in general. Open communication takes place with the site instructional leadership team as well as feedback given and gathered at staff meetings. |

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| Coherence: Policy and Initiative Alignment | There is limited alignment between school initiatives. Programs often function independently without a shared strategy or clear connection to the Community School vision. | Progress has been made to align LCAP, SPSA and CS goals in areas of attendance, wellness, and engagement. Goals were discussed at School Site Council and Community Schools Committee. Staff is communicating with families, via ParentSquare, programs and initiatives that promote community school programs. There is an added focus on attendance schoolwide as well as in tiers. |
| Staffing and Sustainability | Roles and responsibilities related to the Community School work are unclear. Sustainability planning and resource allocation are still emerging. Nelson Elementary plans to sustain key Community School staff positions by aligning Community School priorities with the SPSA, LCAP, MTSS, attendance, and wellness initiatives. The Community Schools Site Specialist will continue coordinating family engagement, partnerships, attendance supports, and resource referrals while collaborating with administrators, counselors, teachers, and support staff. The school will continue exploring braided funding opportunities through district support, grants, partnerships, and existing school resources to maintain staffing and programming beyond the CCSPP grant. | Staffing roles and responsibilities have been defined and progress is being made towards managing the time needed to carry out all tasks in collaboration with all stakeholders on campus. Deliberate and intentional outreach has taken place to ensure that all staff are familiar with and understand the community schools approach. Teacher and Parent “buy-in” has been and will continue to be an area of focus for the site specialist with the goal of keeping the purpose of community schools at the forefront of daily student life. Teachers and classified staff are aware of the protocol to get a family wrap around services. The principal is supportive of the Community Schools priorities by integrating the process in the SPSA. We recognize the expertise of teachers, counselors, social workers, instructional aides, after school providers, office staff, nutritional service staff, custodians as foundational for school improvement. The site specialist works to develop and maintain a supportive working environment where all educators feel like they’re a part of the school. |
| Strategic Community Partnerships | Partnerships exist with Sycamore Mental Health and Boys & Girls Club. Historically, collaboration between administrators, counselors and these agencies facilitated addressing the needs of students and families via consistent communication with teachers, parents and staff. Nelson Elementary will sustain partnerships through ongoing communication, collaborative planning, and regular evaluation of student and family needs. Partnerships with Boys & Girls Club, Sycamore Mental Health, and community organizations such as LA Public Works will continue supporting after-school enrichment, wellness initiatives, counseling services, and student engagement opportunities. The school will continue identifying new community partners that can provide resources, mentorship, workshops, and direct services for students and families. | We have an ongoing partnership with the Boys & Girls Club. We had LA Public Works come out and build a community garden with our Gardening Club.<br>Our mental health provider agency, Sycamore, is on campus and offers services to our families all year long. The school receives updates and is in frequent collaboration on how to assist students in class based on how they are progressing in the program.<br>We collaborate with partners to streamline referral, coordination, and delivery of student support services so that students receive what they need in a timely manner. |

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| Professional Learning | Staff has not yet received targeted training related to equity, trauma-informed practices, homelessness, foster youth or community school strategies. Professional learning in this area is minimal. Nelson Elementary will continue expanding staff leadership opportunities through Community Schools Advisory Council participation, staff collaboration meetings, PBIS leadership, MTSS planning, attendance teams, and professional development connected to Community Schools implementation. Staff members will continue participating in training related to the Four Pillars and Cornerstones of Community Schools, wellness, attendance, and social-emotional learning. | Training began in the Four Pillars and Cornerstones of the Community Schools Framework at staff meetings and in the advisory council. More planning is needed to build a professional learning system aligned with our implementation goals. Our goal is to invite outside guest speakers to present on Racial Justice. Our district hosted an Ethnic Studies Conference held at one of our high schools on a weekend and 5 of our staff members attended.<br>Every staff meeting, the CS Specialist keep staff updated |
| Centering Community Based Learning | Community-based learning is not currently a focus. | Instruction remains largely disconnected from community context. Teachers are interested but need structured support and examples to begin integrating local experiences. |
| Progress Monitoring and Possibility Thinking | There is little to no system in place for measuring progress or reflecting on the potential of the Community School work. Data is not yet being used to guide growth. | Data is beginning to inform planning and team reflection practices. Sign in sheets are being used to track parent engagement. Our goal is to create a “Parent Passport” as an incentive with culminating benefits at the end of the school year. |

## 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** | |
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| | Beginning of Year | End of Year (complete at end of year) | Beginning of Year | End of Year (complete at end of year) |
| **Administrators** | • Yes<br>• No | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: (Write in) | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises<br>• Meetings and forums<br>• Other: (Write in) |
| **Educators** | • Yes<br>• No | • Yes<br>• No | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises | • Surveys<br>• One-on-one interviews<br>• Focus groups<br>• Visioning exercises |

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

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

| **Beginning of year reflection** | **End of Year Reflection *(To be completed at the end of the year)*** |
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| Nelson Elementary serves a student population of Hispanic: 93%, Asian: 3%, African American: 1% and Other Race: 3%. Our student groups are Socioeconomically Disadvantaged: 77% English-Learners: 28% Homeless: 7% Foster Youth: 0% SWD: 20% and English Learner: 28.3%.<br><br>These groups have been identified by the completion of data confirmation and self reporting. Once identified, our marginalized groups are continuously monitored by the district's Equity and Access Department. On site, counselors, psychologists, support staff and Sycamore Mental Health support McKinney-Vento, Foster Youth, chronic absentee students and families requesting support every trimester. | As soon as the school year started, with the addition of a Community Schools Site Specialist, there was an organized and concerted effort to foster a deeper "community" atmosphere by including the Specialist in all facets of school life and events for example, managing the Positive Behavior Intervention Support store once a month, attending all committee meetings like School Site Council, English Learner Advisory Council, Dual Immersion Parent Meetings, Student Success Team meetings, Back to School Night, Open House, parent conference week, and assisting with recess and lunch duty. Students, parents, and families became more familiar with the Community Schools Initiative by being visible at all these events. |

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| The School Plan for Student Achievement, SPSA, includes goals for these groups in the areas of academics, chronic absenteeism and family engagement. | All marginalized groups have had and continue to have access to the Specialist, who actively engages families by forming relationships and encouraging questions and involvement. The Specialist works with the administrator, office staff, counselor, and school staff to address the needs of our neediest families. |

## Goals and Actions

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

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

**Community School Council Goals**

| SMART Goals | Rationale (Brief explanation of why the CSC has developed this goal) |
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| Goal 1: Strengthen Family & Community Engagement<br><br>By **May 2026**, family and community engagement will increase at Nelson as evidenced by:<br><br>1. A **10% increase** in parent participation in school events and programs.<br>2. A **10% increase** in positive responses on family engagement surveys.<br>3. Establishing **three new community partnerships** that provide direct resources to students and families. | According to the **Comprehensive Needs Assessment Survey**, **70% of families reported feeling involved in their child's education**, highlighting the need for deeper engagement opportunities. Additionally, **45% of parents do not have time to volunteer, 21% do not volunteer but would like to.** As a result, Nelson understands there is a necessity of stronger school-home partnerships to support students and families to make them feel they're a part of their school.<br><br>Research shows that **family engagement directly correlates with improved student achievement, attendance, and social-emotional well-being**. By enhancing parent involvement and expanding community collaborations, Nelson can foster a **more inclusive, resourceful, and supportive school environment**. This aligns with our commitment to **building a thriving Community School model** where families feel empowered as active participants in their child's education. The Community Schools Advisory Council was unanimous in making family engagement a priority. |

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| Goal 2: Improve Student Academic Outcomes & Support<br><br>By **May 2026**, student attendance will improve at **Nelson Elementary** as evidenced by:<br><br>1. A **15% decrease in chronic absenteeism** (students missing 10% or more of the school year).<br>2. A **10% decrease in students required to be placed on a SART contract.**<br>3. A **20% increase** in parent and student participation in attendance intervention programs. | **Nelson has seen a decline in chronic absenteeism** over the last 3 years (since the pandemic), and we want to continue to close the gap. This goal will focus on Tier I **proactive attendance interventions, focused Tier II interventions, and stronger school-family partnerships** to ensure students attend school consistently to able to achieve academic success. |
| Goal 3: **Positive Climate and Culture**<br><br>By **May 2026**, student health and well-being at **Nelson Elementary** will improve as evidenced by:<br><br>1. A **10% increase in students reporting access to mental health and wellness resources** in school surveys.<br>2. A **15% increase in participation in school wellness programs** (e.g., counseling, health screenings, SEL activities).<br>3. A **10% reduction in behavioral incidents related to emotional distress** through the implementation of proactive support strategies. | The **Comprehensive Needs Assessment Survey** indicates that **99% of staff believe on site mental health counseling is needed as an integrated student support.** The school has partnered with Sycamore agency to provide counseling to our referred students.<br><br>According to the survey, 83% of staff believe access to healthcare services is also needed as well as housing assistance. Mental health and lack of access to resources impacts attendance, academic performance, and overall school climate.<br><br>By expanding **on-campus health services, mental health resources, and wellness initiatives**, Nelson will create a **safe, supportive, and inclusive environment** where students and families can thrive. This goal focuses on **preventative care, social-emotional learning (SEL), and stronger school-community partnerships** to ensure every child has the support they need to succeed. The advisory council felt this is an area where we can grow. |

**Measuring and Reporting Results**

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 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 Family & Community Engagement**

| Measurement of Effectiveness | Method of Evaluation | Baseline Data | Desired Outcome for Next Year (complete at end of year) |
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| Total number of visits to the Community Resource Center (D5) | **Community Resource Center Utilization Data:** Document the number of families accessing support services, sign-in sheets | 2% of our families accessed the Community Resource Center | 5% of our families access the Community Resource Center |
| Increase in responses on the Needs & Assets survey | **Survey Data:** Measure improvement in family-school relationships via surveys (Community Schools Needs and Assets Survey and school climate surveys). | 43% of parents responded | 75% of parents responding |
| Number of parents participating at school events | **Data Collection:** sign in sheets at workshops, committee meetings, head count at family events (“clicker” as parents walk in the door | Establish baseline data | 30% of students represented at family events |
| Increase the number of students accessing our after school community partnership (Boys & Girls Club) | **Community Partnership Reports:** Assess the impact of external collaborations on student and family success by keeping track of student enrollment. | 80 students | An increase of 10% |

| Strategies, Actions, Tasks | Description | Personnel Responsible | Timeline |
|---|---|---|---|
| Parent Engagement & Resource Accessibility | Develop a **Community Resource Center** that | Administrator<br>School Counselor | Open the center by **September 2025** and evaluate its impact in **May 2026**. |

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| | offers workshops, parenting classes, and social services. Have a sign up sheet to document participants. | CS Specialist<br>MTSS Team | |
| Parent Involvement in School Activities | Implement a **monthly parent engagement event** (e.g., family nights, parent-teacher meetings, or coffee with the principal). Increase attendance at events by **20% compared to the previous year**. | Administrator<br>CS specialist<br>Counselor<br>TOSA<br>CSAC | Launch by **September 2025** and track attendance through May 2026. |
| Community Partnerships for Student & Family Support | Establish **three new partnerships** with local businesses and community organizations. Each partner should contribute resources, mentorship, or funding to at least **20 students or families**. | Administrator<br>CS Specialist<br>MTSS Team<br>Counselor | Secure all partnerships by **January 2026** and assess impact in **May 2026**. |
| Parent Recognition & Celebration | Launch a **Parent Recognition Program** to celebrate families with strong school engagement. Recognize **at least 3 families per semester** for their involvement in school activities. | Administrator<br>School Counselor<br>CS specialist<br>MTSS Team<br>Teachers<br>School support staff | Announce the first group of recognized parents by **December 2025** and continue through **May 2026**. |

**SMART Goal 2: Improve Academic Support and Student Outcomes**

| Measurement of Effectiveness | Method of Evaluation | Baseline Data | Desired Outcome for Next Year (complete at end of year) |
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| California Dashboard | **Attendance Data Tracking:** Measure reduction in chronic absenteeism rates. | California Dashboard of Chronically Absent Students: 16.2% | California Dashboard 10% |
| Parent participation in attendance workshop (sign in sheets) | **Parent Sign-in Sheets:** Track participation.<br><br>**Data Collection:** sign in sheets at workshops, committee meetings, head count at family events ("clicker" as parents walk in the door | Establish baseline data<br><br>Establish baseline data | 15% participation increase<br><br>20% increase in attendance |
| After-School Tutoring and Enrichment Opportunities | **Intervention Program Effectiveness:** Ensure students with chronic absenteeism participate in an after school program/ activity. Ensure that attendance support staff meets with students for a "check-in" every 2 weeks to discuss barriers, celebrations, and challenges to attending school. | 173 students attended | 10% increase |

| Strategies, Actions, Tasks | Description | Personnel Responsible | Timeline |
|---|---|---|---|
| Implement an Attendance Awareness & Incentive Program | Launch a **school-wide Attendance Program** with incentives for students who maintain or improve their attendance.Reduce chronic absenteeism by 10% by May 2026. | Administrator<br>Attendance team<br>CS Specialist<br>Teachers<br>School support staff | Launch by **September 2025**, with monthly progress tracking through **May 2026**. |

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| Enhance Parent Involvement in Attendance Support | Reach out to families of chronic absent students to educate families on the importance of attendance and provide strategies for overcoming barriers. Reach out to 100 % **over the school year** | Administrator<br>Attendance team<br>Teacher<br>CS Specialist<br>School Support Staff | First workshop scheduled for **September 2025**, with follow-ups in **November and February 2026**. |
| Develop a Tiered Attendance Intervention System | Create a **three-tier intervention system** to support students with attendance challenges. Ensure that **100% of students with chronic absenteeism receive targeted support**. | Administrator<br>Attendance Team<br>CS Specialist<br>Teachers<br>School Support Staff | Rollout by **October 2025**, with ongoing monitoring through **May 2026**. |
| Strengthen Home-School Communication About Attendance | Implement **automated attendance alerts** via calls, texts, and emails to notify parents of absences. **100% of families with chronically absent students receive personalized outreach**. | Administrator<br>Attendance team<br>CS Specialist<br>Teachers<br>School Support Staff | **September 2025** and continues through **May 2026** |
| Community Schools Bulletin Board for Student and Parent Access | Provide a rolling bulletin board in front of school with pertinent information and to provide hard copies in addition to digital copies | Administrator<br>Attendance team<br>CS Specialist<br>Teachers<br>School support staff | **October 2024-May 2026** |
| Continue to create a reward systems for attendance | Identify students with a high attendance rate and students who have shown positive growth in their attendance. | Counselors<br>CS Specialist<br>Attendance Team | **October 2024- May 2026** |

**SMART Goal 3: Positive Climate and Culture**

| Measurement of Effectiveness | Method of Evaluation | Baseline Data | Desired Outcome for Next Year |
|---|---|---|---|
| Student Wellness Survey Results | Measure increases in student-reported access to mental health resources | Climate survey: 86% of students feel safe at school | Climate survey: 90% of students feel safe at school |
| School Health Services Utilization (Sycamore) | Track number of students receiving counseling and health screenings. | 17 students are receiving outside support | Increase favorable response in CS Student Survey |
| Parent & Student Event Attendance | Track participation in education nights. (sign in sheets)<br><br>Track number of parents and students attending | 0 events | Host 4 events per year with 30+ attendees |

| Strategies, Actions, Tasks | Description | Personnel Responsible | Timeline |
|---|---|---|---|
| Expand School-Based Mental Health Services | Increase access to **on-campus mental health counseling** by partnering with local providers. Ensure that **100% of students in need of mental health services receive support**. | Administrator<br>School Counselor<br>CS Specialist<br>Teachers<br>School support staff | Establish services by **October 2025** and monitor impact through **May 2026**. |
| Implement a Tiered Social-Emotional Learning (SEL) Program | Introduce a **three-tier SEL support system**, including classroom lessons, small-group counseling, and one-on-one interventions. Increase student engagement in SEL activities by **15%**. | Administrator<br>School Counselor<br>CS specialist<br>MTSS Team<br>Teachers<br>School Support Staff | Program launch in **August 2025**, with progress evaluation in **May 2026**. |

**Overall Reflection**

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

As with any new initiative, one of the challenges of the CCSPP grant was gaining trust and support from all stakeholders—teachers, administrators, parents, students, and community partners—which takes time. Many members who were involved in writing the plan last year have either moved on or don't remember accurately the discussions that were had, thus the school having to start over and get reacquainted with the goals and needs of the school. Once the new staff members revisited the plan in an effort to readjust, we had to disseminate the message to the community. We understood that without buy-in, implementation can stall or face resistance. We strived for clear, consistent communication in as many school events as possible to highlight the program and its purpose. We demonstrated early wins and celebrated them.

Continuing what we started will be important. Another challenge faced was involving stakeholders in planning and decision-making. Although we invited parents to our committee meetings, only a few parents were able to consistently attend. We had more certified and classified staff. The challenge was that many parents have unpredictable work schedules, multiple jobs, or caregiving responsibilities, making it difficult to attend meetings or participate in school activities. One solution is to offer flexible meeting times (evenings, weekends), provide virtual participation options, and use trusted community liaisons to maintain open and constant communication. All year long, we built credibility by being transparent with our goals, timelines and decision-making. As a CCSPP team, we established clear roles and responsibilities amongst the team, we had regular cross-team check-ins, and having a dedicated Community Schools Coordinator helped with the challenge of having another program on campus.

Initial enthusiasm can wane if progress is slow or unclear and long-term change requires sustained effort and energy. What might help with this is setting short- and long-term goals, regularly sharing progress updates and celebrating milestones with the community. Our Community Schools Advisory Council, Coffee with the Principal, newsletters and Community Schools Bulletin Board are essential in keeping the framework and philosophy at the forefront.

## Whole Child Supports

*This section is aligned with the Whole Child Supports Inventory*

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

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

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

| Supports | Are these whole child supports part of your community schools implementation plan? | If "yes" to the first column, how have you implemented these activities so far? | | | | |
|---|---|---|---|---|---|---|
| | | Previously implemented and integrated into the community school's work | Engaged with or expanded partnerships | Provided training / professional development | Expanded capacity to offer support | Collecting data and tracking improvement |
| During School (learning pathways, differentiated instruction, lab times, etc.) | yes | ✅ | | | | |
| Teacher Leadership Development and Opportunities | no | | | | | |
| 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 (e.g. student-teacher-family conferences, regular class information & outreach) | yes | ✅ | | | | |
| Home Visits | yes | | ✅ | | | |
| Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) | no | | | | | |

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

| Supports | Are these whole child supports part of your community schools implementation plan? | If “yes” to the first column, how have you implemented these activities so far? | | | | |
|---|---|---|---|---|---|---|
| | | Previously implemented and integrated into the community school’s work | Engaged with or expanded partnerships | Provided training / professional development | Expanded capacity to offer support | Collecting data and tracking improvement |
| **Insert additional rows to include your local supports, practices, etc.** | | | | | | |