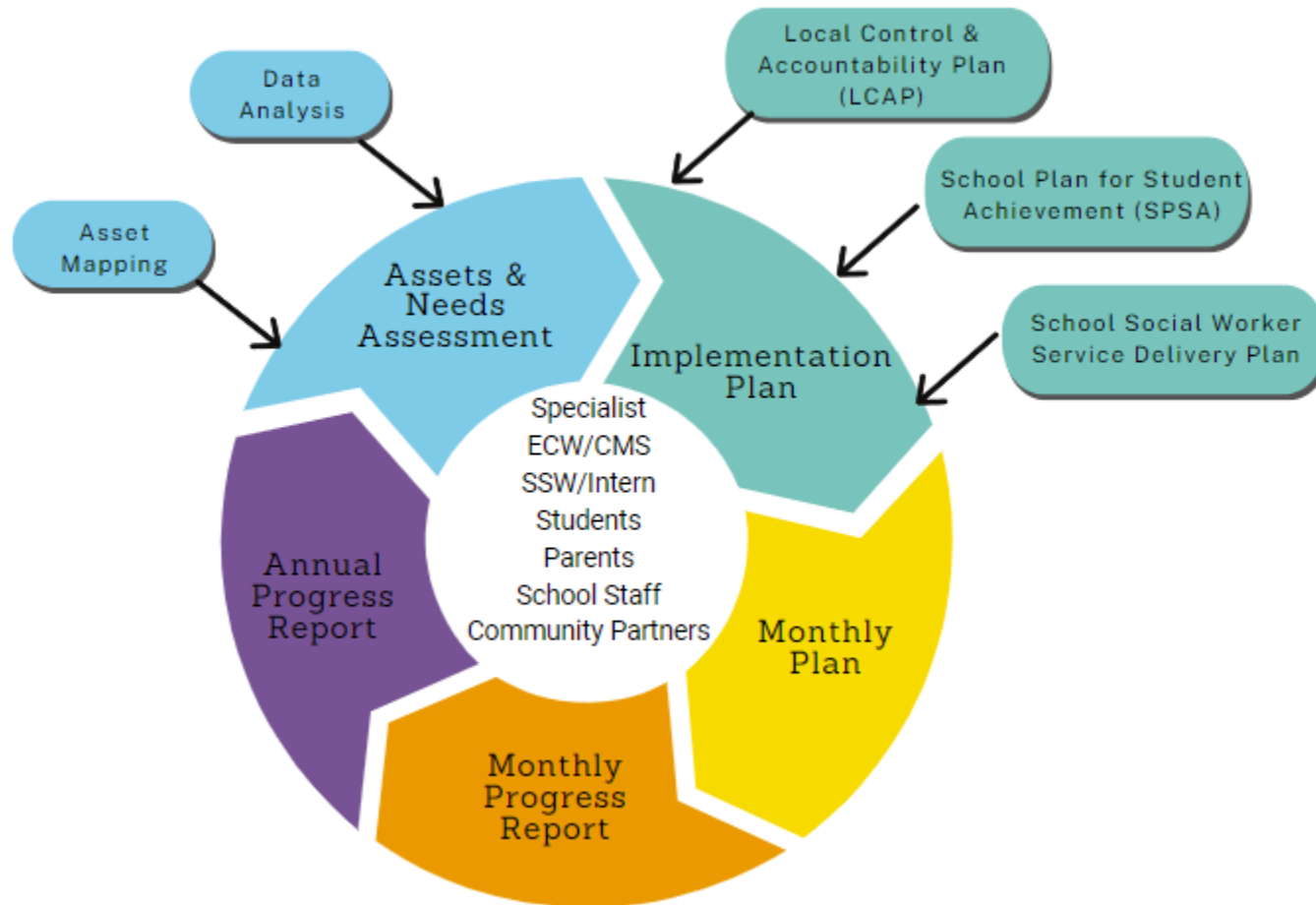


Community School Council Implementation Plan (CSCIP) for 2025 - 2026

School Site Name: [School Site]

This implementation plan should be developed by your site's shared decision-making team or council to ensure participation from students, staff, families and community partners. This plan is built from your Assets & Needs Assessment and should align to your district's Local Control & Accountability Plan (LCAP) and your school's School Plan for Student Achievement (SPSA). This plan will be used to develop your Monthly Implementation Plans and Progress Reports. It will also facilitate completion of the Annual Progress Report (APR) at the end of the year.



Community School Council Implementation Plan (CSCIP) for 2025 – 2026

Part 1 - Due October 3, 2025

Integration and Alignment

Review your District’s Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Annual Progress Report (APR) and School Social Worker Delivery Plan. The Implementation Plan should be aligned to your district’s Local Control and Accountability Plan (LCAP) and school’s School Plan for Student Achievement (SPSA) and integrated with the work of the School Social Worker. Link them below:

Plan/Report	Link
LCAP	
SPSA	
APR (2024-25)	
SSW Service Delivery Plan	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute an asset and needs assessment that engages most students, staff, families, and community members in identifying their top community school priorities and vision. You can refer to this [Deep Assets and Needs Assessment](#) or this [Condensed Assets and Needs Assessment](#) for guidance.

What groups will you engage in your school site’s asset and needs assessment and how will they be engaged?

School Community Group	Do you plan to engage this school community group?	How will you engage this school community group?	Number of individuals that you will engage with	Please elaborate on the selected engagement strategies. What is your engagement goal for this group? How will you keep track of the engagement of this group?	What are you hoping to learn by engaging with this school community group?	End of Year Reflection
Example: Administrators	Yes	- One-on-one interviews - Meetings and forums	3	<u>Goal:</u> 100% of administrators (3 out of 3 administrators) will be engaged	Identify what they believe are school assets and areas of need	<i>In the APR, you will reflect on the extent to which</i>

				<u>Engagement Strategies:</u> Administrators will be engaged in the assets and needs assessment process by: • Hosting a meeting/forum to discuss findings from the Community Schools Survey • Conducting 1:1 interviews with the principal and assistant principals <u>Progress Monitoring:</u> We will keep track of this engagement by taking meeting and interview notes. We will document the interviews by adding them to the site activities section of EPS.		<i>you have engaged different school community groups and the processes you used to engage them.</i>
Administrators	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)		Goal: XXX% of group (Goal # out of Total # at school) will be engaged Engagement Strategies: Progress Monitoring:		
Educators	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)		Goal: XXX% of group (Goal # out of Total # at school) will be engaged Engagement Strategies: Progress Monitoring:		
Classified staff	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)		Goal: XXX% of group (Goal # out of Total # at school) will be engaged Engagement Strategies: Progress Monitoring:		
Students	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)		Goal: XXX% of group (Goal # out of Total # at school) will be engaged Engagement Strategies: Progress Monitoring:		

Family members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)		Goal: XXX% of group (Goal # out of Total # at school) will be engaged Engagement Strategies: Progress Monitoring:		
Community members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)		Goal: XXX% of group (Goal # out of Total # at school) will be engaged Engagement Strategies: Progress Monitoring:		

How will you engage historically marginalized student and family groups through your asset and needs 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.)?

Group	How do you plan to intentionally engage this student and family group? Provide a brief description.	End of Year Reflection
Example: Group 1: African American Students	We plan to engage African American Students by surveying participants in the school's Black Student Union to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school. Results will inform our planning.	In the APR, you will rate the extent to which you have engaged members of these groups in developing your community school and provide a brief description of how you have engaged them.
Group 1:		
Group 2:		

Part 2: Due November 14, 2025

Capacity-Building Strategies

Describe your team's plan to implement the five capacity-building strategies as described in the [Capacity Building Strategies document](#). Your plan should be informed by the information gathered in Part 1. You can refer to your optional [self-assessment](#) and summarize the information you provided there.

Capacity Building Strategy	2024-25 APR Reflection	2025-26 Capacity Building Goals	Measure for Capacity Building Goals	End of Year Reflection
<i>Example: Collaborative Leadership</i>	<i>Visioning</i>	<i>Engaging – Develop Community School Council (CSC) that includes diverse voices from students, parents/caregivers, school staff, and community members.</i>	<i>EPS – Shared Decision Making – # of Student, Parent, Staff and Community Participants</i>	<i>In the APR, you will reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community school's approach.</i>
<i>Example: Centering Community-Based Learning</i>	<i>Visioning</i>	<i>Engaging – Map local businesses and nonprofits to create a directory of potential learning partners that teachers can incorporate into their instruction.</i> <i>Conduct a community walk and asset mapping with staff, including teachers, administrators, and coordinators to deepen their understanding of the surrounding neighborhood and identify additional community-based learning opportunities.</i>	<i>EPS-Site Activity-Visioning Exercises, # of staff who participate in the community walk or asset mapping activity</i> <i># teachers who express intent or plans to integrate a community partner into a lesson or unit</i>	
Shared Commitment, Understanding and Priorities				
Centering Community-Based Learning				
Collaborative Leadership				
Sustaining Staff and Resources				
Strategic Community Partnerships				

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. **The goals should align to your district’s Local Control and Accountability Plan (LCAP) and school’s School Plan for Student Achievement (SPSA).** At least one student-centered goal should be identified.

Identify 3 SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable) goals for your community schools’ initiative. You can refer to this [SMART Goals: How to Guide](#) and [Creating SMARTIE Goals](#) resource for guidance. Parent engagement should not be a separate goal; it should be included within each goal.

SMARTIE Goals	Explain why the CSC has developed this goal and how it relates to your Assets and Needs Assessment, LCAP, and SPSA.	End of Year Reflection
Example: Increase African American student’s sense of belonging as evidenced by an increase in the % of students who answer “Agree” or “Strongly Agree” to the Community Schools Survey question on belonging, from 28% to 33% by June 2024.	Our school’s SPSA goal is to create a “safe and welcoming learning environment for all.” In our Assets and Needs Assessment, we noticed African American students had lower scores on the Community Schools Survey question: “I feel I belong at my school.” 28% (28/100) compared to 35% (72/206) for the entire school.	In the APR, you will reflect on the actions taken to meet these goals.
1.		
2.		
3.		

Measuring and Reporting Results

Identify the outcome measures you intend to use to assess your progress as it relates to your CSC goals. Please provide baseline data for the 2024-2025 school year and desired outcome for the 2025-2026 school year.

SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
“Agree” or “Strongly Agree” to the question “I feel I belong at my school”	Community Schools Survey	28% (28/100)	33%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
-----------------------	----------------------------	----------	----------------------

Specialist Supported by ECW/CMS	Host culturally relevant events and create spaces on campus that highlight culture and history that are informed and led by students and parents.	3 X Semester	-number of events and activities, sign in logs, focus groups
Interns	Facilitate opportunities for students and parents to connect with each other, share experiences, and build supportive networks	2 x semester	-sign in logs
School Social Worker	Implement peer led activities that increase awareness of wellbeing resources and stress reduction strategies for students and parents.	Monthly	-participation rate -peer leadership survey
School-Staff Member 1	Incorporate diverse voices and perspectives into the curriculum, including the history, achievements, and contributions of African Americans.	As needed	-curriculum and assignments
Community Partner 1	Implement a mentorship program connecting students to African American community leaders and professionals.	Annually	-Mentor logs -Survey on belonging

SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
				In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist			
ECW/CMS			
School Social Worker			
Intern			
School Staff Member 1			
School Staff Member 2			
Community Partner 1			
Community Partner 2			

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
				In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist			
ECW/CMS			
School Social Worker			
Intern			
School Staff Member 1			
School Staff Member 2			
Community Partner 1			
Community Partner 2			

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
				In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist			
ECW/CMS			

School Social Worker			
Intern			
School Staff Member 1			
School Staff Member 2			
Community Partner 1			
Community Partner 2			

Whole Child and Family Supports Inventory

To make progress toward the identified goals, your site may provide a range of whole child and family supports (see [Whole Child and Family Supports Inventory](#)).

For each potential support below, please identify if the support will be part of your Community Schools Implementation Plan.

Potential Support	Will your site be providing this support?	If yes, which goal is it aligned to? How does it align?	End of Year Reflection
Example: Student Leadership Development and Opportunities (14)	Yes	Goal #1 – Increasing AA student sense of belonging by centering the voice of African American students in leadership opportunities, such as the Black Student Union.	In the APR, for the supports you answer “Yes” to, you will reflect on the phase of implementation as you end the year. Was the support: A. Previously implemented and now integrated into the community school work B. Expanded partnership C. Provided training/PD
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)			
Mental health Screening and Services (2)			
Nutrition Services and Support (3)			
Academic Support (tutoring, specialist, etc.) (4)			
Counseling Center (5)			
Multi-Tiered System of Support (6)			
Coordination of Services Team (e.g., COST team) (7)			

Before School (times/services) (8)			D. Expanded capacity to offer support E. Collecting data and tracking improvement. You will also reflect on the funding source you are exploring and sustainability strategies you are implementing to ensure the sustainability of each support beyond the CCSPP grant cycle funding.
After School (times/services) (9)			
Summer Programs (10)			
During School (learning pathways, differentiated instruction, lab times, etc.) (11)			
Teacher Leadership Development and Opportunities (12)			
Parent Leadership Development and Opportunities (13)			
Student Leadership Development and Opportunities (14)			
Shared Decision-Making Bodies that center the voices of students, families and community (15)			
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)			
Home Visits (17)			
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)			
Positive Behavioral Supports (19)			
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)			
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)			
Project-Based Learning (22)			
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)			
Community-Based Curriculum, Pedagogy, and Projects (24)			

Personalized Learning Plans (25)			
Performance Assessments (e.g., capstones, portfolios, etc.) (26)			
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)			
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			