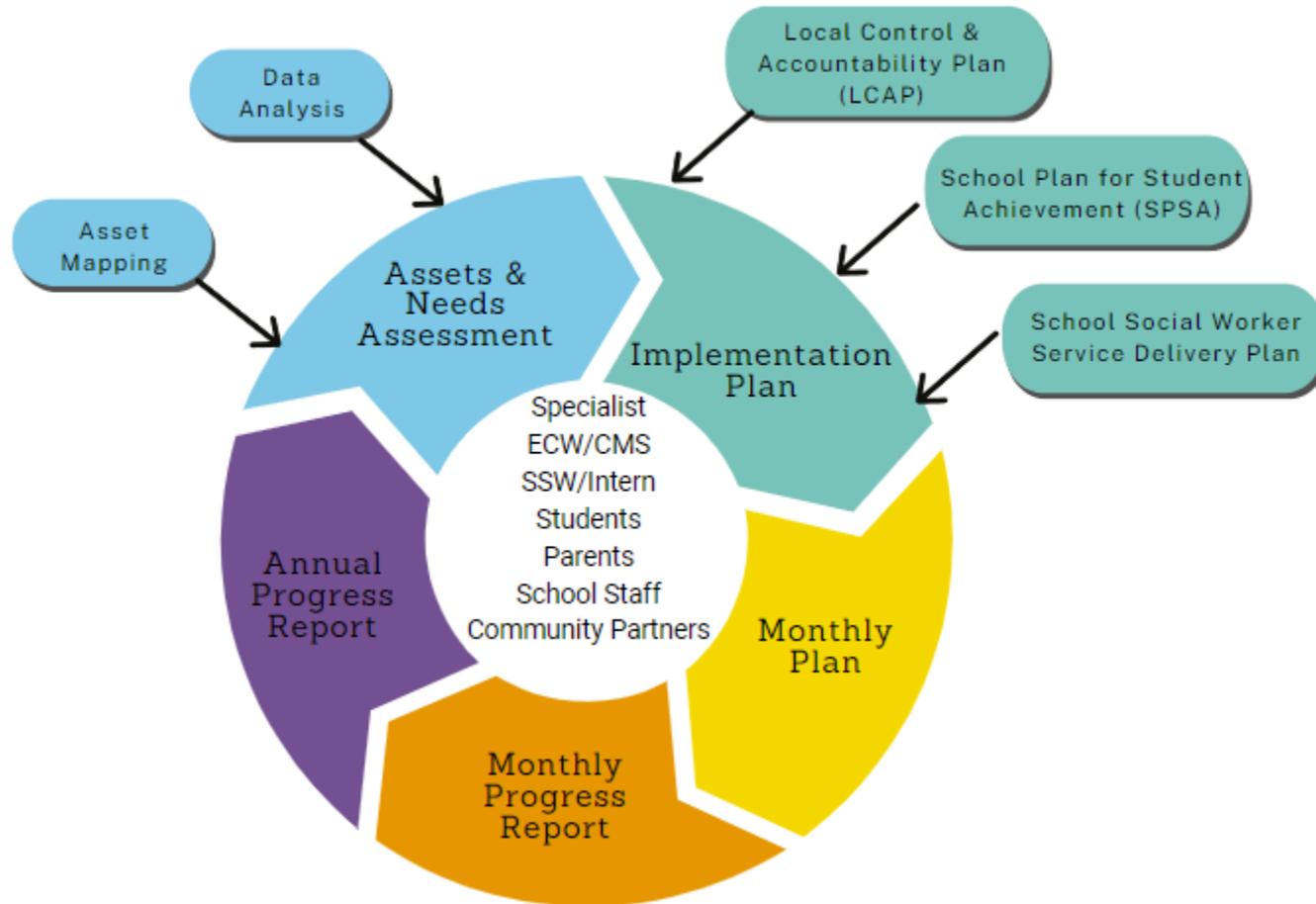


Community School Council Implementation Plan (CSCIP) for 2024 – 2025

School Site Name: Antelope Valley HS

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 2024 – 2025

Capacity-Building Strategies

Describe your team's plan to implement the five 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.

Capacity Building Strategy	2023-24 APR Reflection	2024-25 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>
Shared Commitment, Understanding and Priorities	N/A	Establish a biannual review process to assess progress toward shared goals and priorities, allowing for adjustments based on stakeholder feedback and changing needs.	Track the % of stakeholders who participate in the process.	
Centering Community-Based Learning	N/A	Establish partnerships with five local organizations to facilitate collaborative learning opportunities and service projects within the next semester.	Track the number of formal partnerships established within the specified timeframe	
Collaborative Leadership	N/A	Engaging- Establish a Community School Council (CSC) that incorporates diverse perspectives from students, parents/caregivers, school staff, and community members.	Measure the attendance and participation rates of CSC members at meetings and events, aiming for a target (e.g., 75% attendance at each meeting).	
Sustaining Staff and Resources	N/A	Implement a comprehensive staff wellness program, including mental health resources and work-life balance initiatives, with at least 50% staff participation by the end of the academic year.	Conduct pre- and post-program surveys to assess staff satisfaction with the wellness offerings, aiming for an improvement in satisfaction scores	
Strategic Community Partnerships	N/A	Launch two collaborative programs or events each semester that directly benefit both students and the community, such as workshops, health fairs, or educational seminars.	Conduct surveys to gather feedback on effectiveness	

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?	Please elaborate on the selected engagement strategies.	End of Year Reflection
Example: Administrators	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • One-on-one interviews • Meetings and forums 	I will engage Administrators in the assets and needs assessment process by: <ul style="list-style-type: none"> • Hosting a meeting/forum to discuss findings from the Community Schools Survey • Conducting 1:1 interviews with the principals and assistant principals to identify what they believe are school assets and areas of need. 	<i>In the APR, you will reflect on the extent to which you have engaged different school community groups and the processes you used to engage them.</i>
Administrators	<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) 	I will engage administrators in the assets and needs assessment process by: <ul style="list-style-type: none"> - Hosting a meeting to discuss findings from the empathy interviews. - Conduct 1:1 interviews with staff to get a deeper understanding to root causes to issues happening on campus 	
Educators	<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) 		
Classified staff	<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) 		
Students	<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) 	-Conduct empathy interviews with students who are more prone to wandering out of class. - Meet with administration to identify what supports are in place to support getting students into class (PBIS, Linked Crew, ASB).	
Family members	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews 	No	

		<ul style="list-style-type: none"> ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: (Write in) 		
Community members	<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) 		

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 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:		

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.

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. Link them below:

Plan/Report	Link
LCAP	https://www.avdistrict.org/77d1919f-0a0a-4ff2-b789-36506302cf68/footer-avv-nav/explore-our-site/lcap

SPSA	
APR (2023-24)	N/A
SSW Service Delivery Plan	

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
<p>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.</p>	<p>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.</p>	<p>In the APR, you will reflect on the actions taken to meet these goals.</p>
<p>By June 2025, increase student engagement in extracurricular activities by at least 2%, as indicated by the percentage of students who select "Agree" or "Strongly Agree" on the school climate survey regarding participation in clubs, sports, or programs. Progress will be measured through climate survey responses, participation records, and sign-in sheets.</p>	<p>Discussions with students, parents, and staff during the Assets and Needs Assessment process likely revealed that students felt there weren't enough appealing options, they weren't aware of opportunities, or there were barriers to participation (e.g., transportation, cost, time). Priority 6: School Climate: Enhancing extracurricular involvement is a direct strategy for improving school climate, safety, and a sense of belonging.</p>	
<p>By June 2025, we will increase student attendance at wellness workshops and activities by 10% and establish 2 new community partnerships to support wellness programming by hosting at least two collaborative events per month, as measured by sign-in sheets, partnership agreements, and event logs.</p>	<p>The LCAP emphasizes accountability for student outcomes. This goal's clear metrics (10% increase in attendance, 2 new partnerships, event logs) provide tangible evidence of progress towards LCAP priorities. The LCAP delineates how district resources will be allocated to support its goals. Achieving this wellness goal will likely require LCAP-funded initiatives, such as securing funding for wellness coordinators, materials for workshops, transportation for events, or staff time for partnership development.</p>	
<p>By June 2025, the mental health team will establish a consistent communication structure (e.g., regular meetings, shared updates, and protocols), and fully implement Margaret's Place on campus by ensuring dedicated space, staffing, and student access to services, as measured by meeting schedules, implementation checklists, and service usage logs.</p>	<p>The CSC has developed this goal to directly address identified mental health needs from the Assets and Needs Assessment, which likely showed gaps in consistent support structures or student access to services. This goal directly impacts LCAP priorities related to student well-being and school climate by ensuring a dedicated and accessible mental health resource, with the SPSA outlining the specific steps for establishing communication protocols, securing space, staffing, and monitoring service usage to meet this critical need.</p>	

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 2023-2024 school year and desired outcome for the 2024-2025 school year.

SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	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
Specialist	Center the voice of African American students by conducting focus groups at Black Student Union meetings.	Bi-monthly
ECW/CMS	Build partnerships with African American families and caregivers by hosting African American Family Night.	Once a semester
School Social Worker	Recruit African American students to participate in the Peer Leadership program and access MH services. Provide MH Parent workshops.	Monthly
Intern	Build positive relationships with African American students on caseload by practicing perspective-taking.	Regularly
School-Staff Member 1	The counselor will run a list of eligible African American students to meet.	As needed
School-Staff Member 2	The counselor secretary will make call slips for students two days before the focus groups.	As needed
Community Partner 1	Mental health provider will investigate providing workshops for African American students/families, if needed, based on information gathered. (Collaborate with PES and SSW to not duplicate services)	Monthly
Community Partner 2	Non-profit organization will develop mentorship program between African American teachers and students.	Annually

SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Answers to questions on surveys regarding the reasons why they are out of class.	Empathy Interview results	None		In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist		Monthly
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 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
				In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
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 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
				In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
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)	Yes		
Mental health Screening and Services (2)	Yes		
Nutrition Services and Support (3)			
Academic Support (tutoring, specialist, etc.) (4)	no		
Counseling Center (5)	Yes		
Multi-Tiered System of Support (6)	Yes		
Coordination of Services Team (e.g., COST team) (7)	No		

Before School (times/services) (8)	No		<p>D. Expanded capacity to offer support</p> <p>E. Collecting data and tracking improvement.</p> <p>You will also reflect on the funding source you are exploring to ensure the sustainability of each support.</p>
After School (times/services) (9)	No		
Summer Programs (10)	No		
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	No		
Teacher Leadership Development and Opportunities (12)	Yes		
Parent Leadership Development and Opportunities (13)	Yes		
Student Leadership Development and Opportunities (14)	Yes		
Shared Decision-Making Bodies that center the voices of students, families and community (15)	Yes		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes		
Home Visits (17)	No		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	No		
Positive Behavioral Supports (19)	Yes		
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	Yes		
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	Yes		
Project-Based Learning (22)	Yes		
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	Yes		
Community-Based Curriculum, Pedagogy, and Projects (24)			

Personalized Learning Plans (25)			
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	No		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	No		
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			