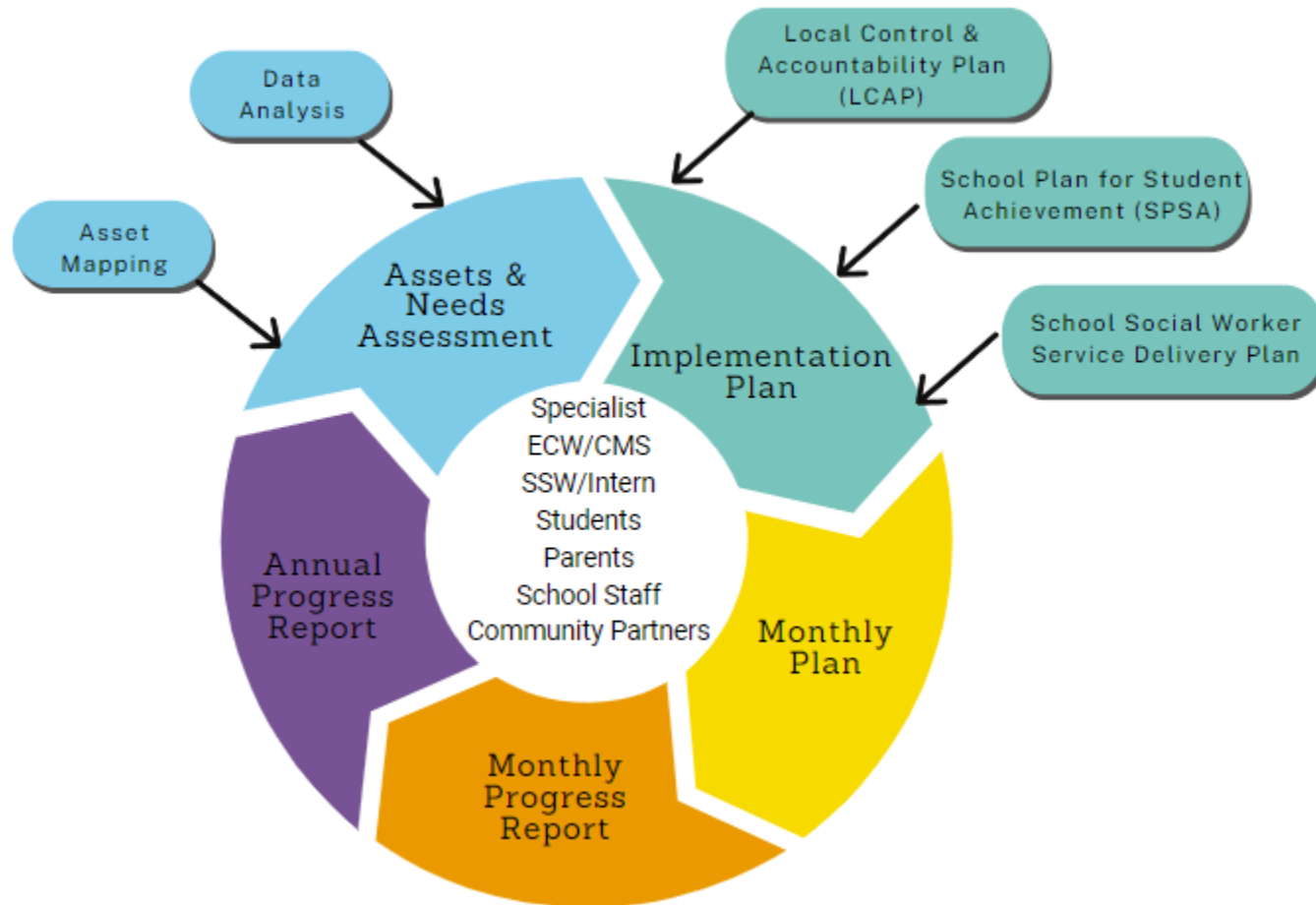


Community School Council Implementation Plan (CSCIP) for 2025 - 2026

School Site Name: Antelope Valley High School

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	https://resources.finalsite.net/images/v1749666323/avdistrictorg/asobbb42174ddpm2mil5/APPROVED25_26AVUHSDLCAP.pdf
SPSA	https://www.antelopevalleyhs.org/uploaded/Antelope_Valley_HS/About/2024-2025_School_Plan_for_Student_Achievement_Antelope_Valley_High_School_20240725.pdf
APR (2024-25)	https://www.antelopevalleyhs.org/parents/community-schools-initiative
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</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>to which you have engaged different school community groups and the processes you used to engage them.</i>
Administrators	Yes	Focus groups and Meetings	6	Goal: 6 out of 6 administrators will be engaged: <u>Engagement Strategies:</u> Administrators will be engaged in the assets and needs assessment process by: discussing the findings from the parent Listening sessions, staff/student focus groups and by having ongoing discussions about Community Schools in weekly admin meetings. <u>Progress Monitoring:</u> We will keep track of this engagement by meeting with our school site designee about feedback given from the administrators regarding the listening sessions and ongoing projects discussed in the weekly admin meetings. We will document the groups/meetings by adding them to the site activities section of EPS.	-Understand staff priorities and perceptions from the community schools survey -Identify trends in strengths and needs across grade levels and departments -Learn where additional professional development or resources are needed -Use staff feedback to align schoolwide goals with daily practice	
Educators	Yes	Meetings, surveys and focus groups	55	Goal: 55 out of 91 will be engaged: <u>Engagement Strategies:</u> Conduct focus groups and distribute CSI surveys with staff to get a deeper understanding of root	-Understand the barriers affecting student attendance and participation	

				causes to why students are or are not engaged at school or why students are not attending classes or arriving late. Progress Monitoring: 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.	-Learn what motivates students to stay engaged in school and activities -Gather family and community input on strategies to improve daily attendance -Identify resources and supports that would help students feel more connected -Strengthen partnerships with families to promote consistent attendance and engagement	
Classified staff	Yes	Meetings, surveys and focus groups	30	Goal: 30 out of 84 will be engaged in the assets and needs assessment by: -completing the community schools survey and reviewing the results at a staff meeting. Engagement Strategies: Focus groups, surveys and attend meetings that discuss the root causes of why students are or are not engaged at school or why students are not attending classes or arriving late. Progress Monitoring: 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.	-Learn staff perspectives on schoolwide strengths and needs -Identify root causes of challenges impacting student success and school culture -Gather input on resources, supports, and professional development staff feel are needed -Understand staff priorities for improving student engagement and outcomes -Use staff voice to align community school strategies with daily instructional practice	
Students	Yes	Surveys, 1:1 interviews and focus groups	300	Goal: 300 out of 1400 will be engaged Engagement Strategies: Students will be engaged in our needs and assets process by:	-Identify student assets, strengths, and interests that support engagement	

				- Conducting 1:1 interviews with subgroups - Participating in small focus groups - Complete CSI survey Progress Monitoring: 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.	-Understand barriers preventing participation in extracurricular activities (transportation, babysitting etc..) -Gather student voice from subgroups (e.g., English learners, African American students, historically underrepresented groups) -Learn what supports students feel would help them thrive and stay engaged -Use feedback to guide inclusive opportunities and targeted interventions	
Family members	Yes	Listening Sessions Meetings Surveys	300	Goal: 300 of group 1400 will be engaged Engagement Strategies: -Participating in Community School Council Meetings -Hosting listening session -Presenting to AAPAC, ELAC, Back to School Night and other parent events -CSI Surveys Progress Monitoring: We will keep track of this engagement by taking interview notes and entering information into EPS. -Sign in sheets -Survey results and review	-Learn families' perspectives on attendance, engagement, and school environment -Identify barriers preventing full student participation -Gather input on strategies to strengthen family-school connections -Use feedback to shape programs and align resources with community priorities	
Community members	Yes	Meetings	5	Goal: 5 of group out of will be engaged by: Participating in Community School Council Meetings Engagement Strategies:	-Understand the group's perspectives on school climate and engagement	

				-Participating in Community School Council Meetings -Focus Group Meeting Progress Monitoring: 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	-Identify barriers that may affect student success or participation -Gather ideas for improving family and community involvement -Learn what supports or resources would be most helpful to this group -Build stronger relationships between families, staff, and the school	
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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: African American Students	We will engage African American students and families through culturally responsive focus groups, listening sessions, and one-on-one conversations that highlight their strengths and lived experiences. Trusted staff and community partners will help facilitate outreach, ensuring meetings are accessible, welcoming, and scheduled at times convenient for families. Feedback will be shared back with participants so they see how their input directly informs school programs and supports.	
Group 2: English learners	We will engage English Learners and their families through bilingual focus groups, surveys, and one-on-one meetings that honor their perspectives and strengths. Communication will be provided in families' home languages, with interpreters and translated materials to ensure full participation. Feedback will be shared back in accessible formats so families clearly see how their input shapes programs and supports for their students.	

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>	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. You have a shared decision making body that meets regularly. Wondering how we might move this from visioning to engaging?
<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 # teachers who express intent or plans to integrate a community partner into a lesson or unit</i>	
Shared Commitment, Understanding and Priorities	Visioning	Engaging- Create a plan to invite interest holders to discuss site level goals through listening sessions, 1:1 interviews, surveys and focus groups.	EPS- Site Activity- # of completed surveys, feedback provided from listening sessions and 1:1 interviews results	
Centering Community-Based Learning	Engaging	Engaging-District is implementing graduate student profiles (creators,communicators, collaborators and contributors), contributing to the Village, volunteer hours in the school and in the community to support events. We also offer Civics and Economics that covers government issues. Project-based learning opportunities?	EPS- Site activity- Student panel attendance to include different interest holders, PBIS and other committee attendance sheets,	
Collaborative Leadership	Visioning	Visioning- Promote collaboration and trust through open communication and a united coordinator–principal partnership to achieve shared community goals.	EPS- Ongoing check in meetings Action follow-through: Percentage of agreed-upon	

			action items completed collaboratively.	
Sustaining Staff and Resources	Visioning	Visioning- Develop a long-term sustainability plan from the start of the community schools process to ensure lasting impact and continuity of all initiatives.	EPS- # of check in meetings discussing sustainability.	
Strategic Community Partnerships	Engaging	Engaging- Promote Community School Council to include stakeholders, parents, staff and students to be part of the ongoing shared decision making process.	EPS- Site Activity- # of council meetings, events, and other shared decision making councils	

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. By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. Targeted interventions will focus on high-need student groups, including English learners, students experiencing homelessness, foster youth, and students with disabilities. Key strategies will include consistent family outreach, collaboration with counselors and community partners to remove barriers to attendance, and the implementation of incentive programs such as recognition awards, attendance celebrations, and student rewards. To further support this goal , the school will actively engage parents through attendance workshops, regular progress updates, personalized outreach from attendance liaisons, and opportunities to collaborate in	The attendance goal aligns with the SPSA by addressing chronic absenteeism, a key barrier to student achievement, especially for high-need groups such as English learners, foster youth, students experiencing homelessness, and students with disabilities. By implementing family outreach, community partnerships, and targeted support, the school removes barriers that prevent students from accessing learning consistently. Incentive programs and parent engagement strategies further strengthen school climate and connectedness, directly supporting the SPSA's focus on equity, engagement, and academic success.	

developing solutions to improve their child’s attendance through focus group interviews, forums, and visioning exercises.		
2. By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> Progress will be measured through climate survey responses, participation records, and event sign-in sheets to ensure consistent and verifiable tracking of student involvement. To support this goal , the school will actively engage parents through quarterly extracurricular information nights, bilingual newsletters, and personal invitations to school events. Parents will also receive monthly activity calendars and opportunities to volunteer, information on community resources and facilitate their child’s participation in school activities.	This goal aligns with the SPSA by addressing school climate and connectedness, areas where improvement is needed as reflected in the climate survey. By increasing participation in extracurricular activities, the school strengthens engagement and belonging, which are critical to improving academic outcomes and reducing chronic absenteeism. Parent engagement strategies such as quarterly information nights, bilingual newsletters, and volunteer opportunities further support the SPSA’s focus on building strong family-school partnerships to promote student success.	

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: Attendance

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
Daily attendance rate	PowerSchool Database	89%	91%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
CS Specialist	Facilitates collaboration between community partners and school staff to plan and host schoolwide events, incorporating student leadership opportunities.	Ongoing	-PowerSchool -Pre/Post Surveys -Attendance Sheets -# of events
CMS	Provides case management support for students & families in need by connecting them to community resources. Calls families on the negative attendance list to provide information and support to getting their student to school on time.	Ongoing	-Intake #'s -# of screenings -EPS data entry
School Social Worker	Provides Tier 2 6-8 week support groups that support students with identifying healthy coping strategies and/or find ways to improve emotional regulation and build healthy relationships.	Quarterly	-Pre/Post survey -Uses evidence based practices curriculum
Intern	Provides one on one mentoring for students on the negative attendance list. Supports facilitating Healthy Relationships groups.	Weekly	-PowerSchool
CAW Worker	Identify students on the chronic absenteeism list and provide guidance to families on how to get students to school.	Weekly	-SchoolStatus Attendance website -PowerSchool
Attendance Mentor	Communicates with families to address attendance concerns and connects with students to encourage them to go to class.	Weekly	-Attendance Sheet from PowerSchool
CAAP	Provides 1:1 mentorship and case management for chronic absenteeism 9th 10th.	Weekly	-Caseload Sheet -PowerSchool

PBIS Coordinator	Present truancy presentations to students who are caught in the tardy sweep.	Quarterly	-PowerSchool -Tardy sweep slips
VP	Implement and monitor the new SmartPass program to see which students have chronic patterns of being out of class.	Weekly	-SmartPass Dashboard

SMARTIE Goal 2: Student Engagement

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 participated in a school related activity"	AVUHSD Climate survey	68%	70%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	Facilitates collaboration between community partners and school staff to plan and host schoolwide events, incorporating student leadership opportunities.	Ongoing	-PowerSchool -Pre/Post Surveys -Attendance Sheets -# of events
ECW/CMS	Provides case management support for students & families in need by connecting them to community resources. Calls families on the negative attendance list to provide information and support to getting their student to school on time.	Daily	-Intake #'s -# of screenings -EPS data entry
School Social Worker	Provides Tier 2 6-8 week support groups that support students with identifying healthy coping strategies and/or find ways to improve emotional regulation and build healthy relationships.	Quarterly	-Pre/Post survey -Uses evidence based practices curriculum
Intern	Provides one on one mentoring for students on the negative attendance list. Supports facilitating Healthy Relationships groups.	Weekly	-Pre/Post Survey -YOQ (Youth Outcome Questionnaire) for ind. counseling cases -Attendance improvement sheets
Dept. of Public Health	Provides classroom presentations for identified 9th–12th grade classes, including NAVY, Science, and Health, aligned with the presentation topic.	Monthly	-Attendance sheets -Post Surveys

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 support 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 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
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. CMS will outreach to parents of students who are frequently absent to provide support, including Health Screenings and Services.	
Mental health Screening and Services (2)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. CMS will outreach to parents of students who are frequently absent to provide support, including Mental Health Screenings and Services.	
Nutrition Services and Support (3)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. CMS will outreach to parents of students who are frequently absent to provide support, including Nutrition Services Screenings.	
Academic Support (tutoring, specialist, etc.) (4)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. CMS will outreach to parents of students who are frequently absent to provide support, including Academic Support and Services.	

Counseling Center (5)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. Goal #2-By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> Counselors participate in our community school council meetings to provide feedback and guidance for student support.	ensure the sustainability of each support beyond the CCSPP grant cycle funding.
Multi-Tiered System of Support (6)	Yes	Goal #1- By June 2026, improving yearly average attendance from 88% to 90% and reducing the chronic absenteeism rate. Goal #2- By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> LACOE Intern, CSS and CMS is participating in monthly meetings to improve attendance, student engagement and MTSS Tier 1/2 support.	
Coordination of Services Team (e.g., COST team) (7)	No		
Before School (times/services) (8)	Yes	Goal #1- By June 2026, improving yearly average attendance from 88% to 90% and reducing the chronic absenteeism rate. Goal #2- By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> CSS will allow students to visit The Village before school as a safe, warm welcoming	

		environment before school. Students will be allowed to visit the closet or complete any homework assignments in this space.	
After School (times/services) (9)	Yes	Goal #2- By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> Hosting events in the Wellness Center through community partners and partnerships with teachers.	
Summer Programs (10)	No		
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	Yes	Goal #2- By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i>	
Teacher Leadership Development and Opportunities (12)	Yes	Not aligned with the goals but is part of the community school council meetings	
Parent Leadership Development and Opportunities (13)	Yes	Not aligned with the goals but is part of the community school council meetings	
Student Leadership Development and Opportunities (14)	Yes	Goal #2- By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> CSS will collaborate with student leaders through ASB, AVID, Link Crew, JOBS, and YES Program to support the	

		creation of sustainability in our Wellness Center and Community Closet.	
Shared Decision-Making Bodies that center the voices of students, families and community (15)	Yes	Not aligned with the goals but is part of the community school council meetings	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. Hosting parent listening sessions, attending ELAC, AAPAC, and teacher/parent conferences, Back to School Night and other community events.	
Home Visits (17)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. Case Management Specialists will be screening parents and providing support.	
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	Yes	Goal #1- By June 2026, improving yearly average attendance from 89% to 91% and reducing the chronic absenteeism rate. CMS will outreach to parents of students who are frequently absent to provide support, including Adult Education support.	
Positive Behavioral Supports (19)	Yes	Goal #2- By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> CSS and CMS will support by being a part of our PBIS initiatives on campus.	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	No		
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	Yes	Goal #2- By June 2026, increase student engagement in extracurricular activities by at least	

		2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> Hosting a SEL event by Educare Foundation and doing events with LACO Dept for Arts to do dance movement and wellness activities.	
Project-Based Learning (22)	Yes		
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	Yes		
Community-Based Curriculum, Pedagogy, and Projects (24)	Yes	By June 2026, increase student engagement in extracurricular activities by at least 2%—from 68% to 70%—as measured by the percentage of students who select “Strongly Agree” or “Agree” on the school climate survey statement: <i>“I participate in a school-related activity such as a club, sport, workshop, or school-wide event.”</i> CSS will support by bringing community partners to school to present on school related topics and during prevention week.	
Personalized Learning Plans (25)	No		
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)			