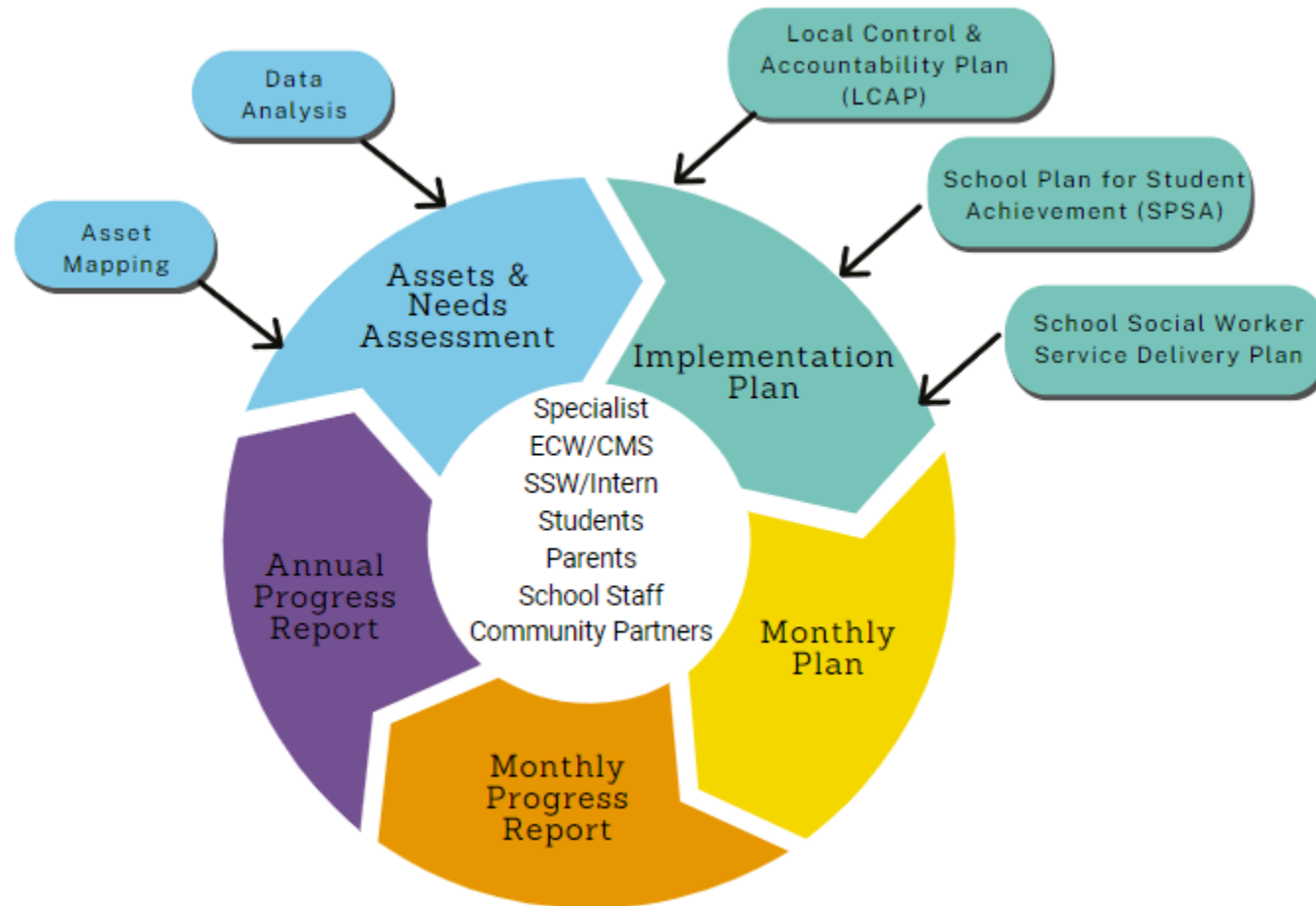


Community School Council Implementation Plan (CSCIP) for 2025 - 2026

School Site Name: **Bassett 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	chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://4.files.edl.io/b469/08/26/25/180355-c41f3f37-281d-4dcc-802c-36d55c4a85f6.pdf
SPSA	https://drive.google.com/file/d/1fNsFSLSxeZbyzbNjpo9bgOAMQCaLpbfs/view?usp=drive_link
APR (2024-25)	https://docs.google.com/document/d/17xrY9dtEeP5t5tZiIV4BZCj4w4XisjOdelm4DyORALs/edit?tab=t.0
SSW Service Delivery Plan	NA

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
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Example: Adminis- trators	• Yes	• One-on-one interviews • Meetings and forums	3	<u>Goal:</u> 100% of administrators (3 out of 3 administrators) will be engaged <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.	Identify what they believe are school assets and areas of need	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.
Adminis- trators	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	3	Goal: 100% of administrators (3 out of 3 administrators) will be engaged. Engagement Strategies: CSI Team will engage Administrators by conducting 1 on 1 meetings with the Principal and Assistant Principals to help identify trends in data they believe are assets and areas of needs. 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 what they believe are school assets and areas of need, identify trends, and priorities for sustainability.	
Educators	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	11	<u>Focus Groups:</u> Goal: %4 of the group (Goal 11 out of Total 47 at school) will be engaged.	Identify what they believe are school assets and areas of need, identify integration of services and supports to	

				Engagement Strategies: CSI team will conduct a focus group with the schools ILT team. Progress Monitoring: We will keep track of this engagement by taking meeting notes and assessing the integration of CSI cornerstone commitments. <u>Survey + Meetings & Forums:</u> Goal: %100 of the group (Goal 47 out of Total 47 at school) will be engaged. CSI Team will engage educators in the assets and needs assessment process by increasing participation in the CSI annual survey, providing weekly updates via school wide newsletter, creating forums through Teacher Thursdays, and by joining staff and PD meetings. Progress Monitoring: We will keep track of this engagement by taking a count of staff participation during activities and completion of CSI survey.	implement in classroom settings.	
Classified staff	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	35	<u>Goal: %100 of the group (Goal 35 out of Total 35 at school) will be engaged.</u> CSI Team will engage educators in the assets and needs assessment process by increasing participation in the CSI annual survey, providing weekly updates via school wide newsletter, creating forums through Teacher Thursdays, and by joining staff and PD meetings. Progress Monitoring: We will keep track of this engagement by taking a count of staff participation during activities and completion of CSI survey.	Identify what they believe are school assets and areas of need, identify ways to increase staff engagement, and identify educators to support and lead opportunities for sustainability.	

Students	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	20	Meetings and forums Goal: %2.8 of the group (Goal 20 out of Total 702 at school) will be engaged. Surveys Goal: 65% of group (Goal 456 out of Total 702 at school) will be engaged Engagement Strategies: CSI will engage student voice and input via the Olympian Student Leadership Council (OSLC). CS will also conduct focus groups with targeted student populations. Progress Monitoring: We will keep track of this engagement by taking meeting notes and benchmarks for goals.	Identify what they believe are school assets and areas of need, identify ways to increase student attendance and engagement, and identify supports and services needed to increase college and career preparation.	
Family members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	XX	Survey's Goal: 5% of the group (Goal 35 out of Total 702 at school) will be engaged. Interviews Goal: 2% of group (Goal 14 out of Total 702 at school) will be engaged Meetings and Forums Goal: 5% of group (Goal 35 out of Total 702 at school) will be engaged Engagement Strategies: CSI will provide parents with CSI annual surveys, CSI will meet with parents to obtain feedback about parent engagement events and workshop offerings and will continue to engage parents in shared decision making opportunities such as CSI council, SSC, ELAC, and PTA.	Identify what they believe are school assets and areas of need, identify ways to increase parent engagement, and identify services and support to increase student success.	

				Progress Monitoring: We will keep track of this engagement by taking a count of family participation during CWTP, Parent University Series, Workshop/Presentations, and completion of CSI survey.		
Community members	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	10	Surveys + Meetings and Forums Goal: 100% of group (Goal 10 out of Total 10 at school) will be engaged Engagement Strategies: CSI team will engage key community members to strengthen their understanding and support of the BHS by inviting community members to be part of the CSI council, CWTP, staff PD, Wellness Wednesdays, Career Day, and Wellness Expo. Progress Monitoring: We will keep track of this engagement by taking meeting notes and benchmarks for goals and EPS record of events and activities.	Identify ways to support the priorities and goals of the school.	

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
Group 1:	We plan to engage McKinney Vento students through outreach efforts and meet with students individually to identify their strengths and needs. We will provide appropriate support by linking students to existing partnerships.	
Group 2:	We plan to engage ELL students who are currently underrepresented in their college and career readiness. We will conduct focus groups with ELL students in order to identify their needs and strengths. We will use the information gathered in order to integrate student support services for this population. We also plan to	

	engage families of English Learners to increase family participation in school site committees such as ELAC, SSC, PTA etc.	description of how you have engaged them.
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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	Visioning	Engaging: Create ongoing opportunities to listen to community feedback, questions, ideas, and concerns and collaboratively shape/refine messaging. We aim to gain a shared commitment from stakeholders during meetings, where participants can provide data informed recommendations by reflecting on the school's priorities.	EPS- Shared decision making # of meetings and participants.	
Centering Community-Based Learning	Visioning	Engaging : Create dedicated time for professional learning focused on strengthening all educators' implementation of learning strategies that create a clear bridge between the classroom, school, and the community.	Agenda minutes and records of ILT meetings. # of teachers who express intent or plans to integrate a community partner into a lesson or unit	
Collaborative Leadership	Engaging	Transforming: Ensure that students, staff, families, and community members have a voice in shaping decisions impacting the school and Community. Deepening a sense of connection in this way leads to a more relationship-centered, racially-just school climate.	# of Collaborative & shared decision making meetings according to EPS. # of family / parents participating in events, workshops, (ie -SSC,ELAC, CSC) EPS Documentation	
Sustaining Staff and Resources	Engaging	Engaging: Recognize the agency and collective expertise of teachers, school counselors, social-workers, health providers, paraprofessionals, instructional aides, after school program providers, office staff, nutritional service staff, custodians, and additional support staff as foundational for school improvement. Invest in developing and maintaining a supportive working environment where all educators want to stay and grow.	# of courses fully staffed # of staff attending conferences and professional development offerings.	
Strategic Community Partnerships	Engaging	Transforming: Strengthen existing partnerships and continuously develop new partnerships to provide a range of in- and out-of-school resources, supports, and opportunities that are aligned with strategies developed by priority teams/working groups and that meet the evolving strengths and needs of the local community.	# of Participation in CS councils and council agendas/notes. EPS documentation	

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. We will increase the sense of belonging amongst 9th and 11th grade students by %5 by June 2026.	This goal was created last year and will remain a CSC goal this year. During our Community Schools Council, Student Leadership Council, we reviewed the schools CA Healthy Kids survey, CS survey, and attendance rates report to confirm the need to continue to focus on this goal. This goal also aligns with our LCAP which emphasizes prioritizing increasing our students' sense of belonging. The measure we will evaluate by responses indicating <i>Strongly Agree or Agree with the statement: My school is a place where I feel that "I belong/included"</i>. We will also evaluate our Chronic Absenteeism reports from the district through PBIS initiatives.	
2. We will increase the number of students who are prepared for post secondary college and/or career by 5% by June of 2026	This goal was developed last year and will remain a CSC goal this year. Even after reviewing data and seeing an increase in graduation rates and a decrease in drop out rates, only about 1/3 of students at Bassett are meeting criteria based on the College & Career Indicator (CCI). Within the LCAP there is a specific focus on reclassification rates for English language learners, given that English language learners face unique barriers to A-G completion, due to having to take additional English courses. Therefore, within this goal we will also play close attention to addressing equity issues amongst our ELL population.	

3. We will increase the number of students, and parents participating in ELAC, SSC, and Community Schools Council by 1% by June 2026.	This goal was developed after collecting interviews from our principals, listening to our parents' needs and ideas, and collecting the voices from our students, partners, and staff. In summary, our school community wants to sustain efforts developed by CSI and would like to create and maintain equitable access and awareness of policies, strategic planning, and be able to listen and be heard.	
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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	End of Year Reflection
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			2025-2026	
As measured by responses indicating Strongly Agree or Agree with the statement: My school is a place where I feel that "I belong/included"	CHKS Results Chronic Absenteeism Reports	9th grade 44% 11th grade 44%	9th grade %50 11th grade %50	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	CS specialists will engage stakeholders via OSLC, CSC, and other formal and informal settings to gather ideas on increasing sense of belonging. CS will develop systems of supporting “disconnected students” by increasing tier 1 strategies by coordinating with on campus providers opportunities to engage with students on campus.	On going (Aug 2025 - June 2026)	Number of events and participants reflected on EPS.
ECW/CMS	Coordinate services to focus on Case Management + Tier 2 and 3 strategies that support student engagement within wellness, academics, and basic needs. Increasing student linkages to partners on and off campus.	On going (Aug 2025 - June 2026)	Number of referrals, linkages, and class presentations.
School Social Worker			
Intern	Support the implementation of Tier 2 services and support Tier 3 services by increasing mental health awareness on campus	On going (Aug 2025 - June 2026)	Number of students participating in class presentations and individual counseling referrals.
Principal Staff	The School Leadership team will emphasize the district and school strategies and priorities during staff meetings, and develop frameworks within the ILT team in order to engage school staff in the process of creating a welcoming environment for students.	On going (Aug 2025 - June 2026)	ILT agenda meetings and notes.
PBIS team	PBIS team will support the development of a positive school climate and culture and this supports the inclusion of students within the school community.	Monthly (Aug 2025 - June 2026)	PBIS agenda meetings and notes.
Wellbeing Center	The department of public health’s wellbeing center will participate in council meetings, share data outcomes, and continue to provide supportive services to students.	Ongoing (Aug 2025 - June 2026)	CSC agenda meetings and notes and # of collaborating events.
Think Together	Will collaborate with the CSI team via council meetings in order to design extracurricular events and opportunities that engage students.	Ongoing (Aug 2025 - June 2026)	CSC agenda meetings and notes and # of collaborating events.

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
Increase the percentage of students a–g ready with a focus on ELL students reclassification status.	College and Career Index - California School Dashboard.	ELL 25% All %50	ELL %30 All %55	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	CS will coordinate with new ELD teachers to create a plan to support reclassification of ELD. CS will engage the College and Career office to provide additional support to ELL students.	On going (Aug 2025 - June 2026)	Number of students participating in tutoring for reclassification and increase of college and career index.
ECW/CMS	CMS will provide support to school efforts focused on skill development, community outreach, and engagement events.	On going (Aug 2025 - June 2026)	# of EPS event delivery entries
School Social Worker			
Intern	Interns will support the implementation of engagement events, class presentations, and collaboration focused on mental health, wellness, and soft skills.	On going (Aug 2025 - June 2026)	# of EPS event delivery entries
Assistant Principal	Dr. Galaviz will guide the counseling team in making diverse course offerings available to students via dual enrollment and CTE pathways. Dr. Galaviz will also be supporting the implementation of ELD tutoring support services for reclassification.	On going (Aug 2025 - June 2026)	# EPS site activities and agenda meetings and notes.
College and Career Team	Our College and Career Advisor and A-G Counselor will support the communication of events, outreach efforts, and classroom events through Staff newsletter, social media outlets, and parent square.	On going (Aug 2025 - June 2026)	# of EPS event delivery entries, Flyers, and monthly newsletters
Think Together	The Think Together team will participate in the community school council to collaborate on upcoming college/career field trips and academic support services with the school community.	On going (Aug 2025 - June 2026)	# of student participants

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
We will increase the number of students, and parents participating in ELAC, SSC, and Community	ELAC and SSC attendance rosters	.28% students .28% parents	%1 students %1 parents	In the APR, you will reflect on

Schools Council by 1% by June 2026.				your progress to meet this goal.
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Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	CS Specialist will engage students and families through established settings, CWTP, Back to School, student led events, and committee meetings to address gaps in communication, understanding, and engagement. CS specialist will work with stakeholders to ensure expertise level of support, to create sustainable efforts to increase student and parent participation.	On going (Aug 2025 - June 2026)	# of EPS outreach entries, service delivery entries, and site activities to gather information
ECW/CMS	CMS will support strategies of communication to increase outreach materials for students and families.	On going (Aug 2025 - June 2026)	# of EPS outreach entries, service delivery entries, and family intakes
School Social Worker	NA	On going (Aug 2025 - June 2026)	
Intern	Interns will provide communication and outreach to students via wellness spots and wellness wednesday events.	On going (Aug 2025 - June 2026)	
Principals	Will coordinate dates and provide CS staff timely information to increase outreach efforts for participation and record keep attendance rosters.	On going (Aug 2025 - June 2026)	Attendance rosters and agenda for meetings.
Wellbeing Center	WBC will support the outreach efforts of the school and also research opportunities for parents to get involved in their site based programs.	On going (Aug 2025 - June 2026)	# of parents engaged in events and programs
Think Together	Will coordinate opportunities for parents to learn more about their programs and leadership opportunities for students and parents.	On going (Aug 2025 - June 2026)	# of parents engaged in events and programs
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 the APR, for the supports you

		in leadership opportunities, such as the Black Student Union.	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 ensure the sustainability of each support beyond the CCSPP grant cycle funding.
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	NA		
Mental health Screening and Services (2)	Yes	Goal #1: We will increase the number of linkages to meet student needs focused on increasing belonging and awareness of wellness providers.	
Nutrition Services and Support (3)	Yes	Goal # 1: We will increase the number of linkages to meet student needs, for example through Think Together before and after school nutrition program and the Bassett Boutique which offers non-perishable goods..	
Academic Support (tutoring, specialist, etc.) (4)	Yes	Goal #2: We will increase the number of students who are prepared for post secondary college and/or career. (Emphasis on ELL students) Think Together and the College and Career office will co-create strategies to support students academically and prepare for college and career.	
Counseling Center (5)	Yes	Goal #2 - Our Counseling office and College center support our goal to increase student college and career preparedness	
Multi-Tiered System of Support (6)	Yes	Goal #1: We will increase the number of linkages to meet student needs focused on increasing belonging and awareness of wellness providers. CMS, interns, and current on campus services providers will support the implementation of targeted supports for tier 2. Supporting and coordinating the different levels of support.	
Coordination of Services Team (e.g., COST team) (7)	No.		
Before School (times/services) (8)	Yes	Goal #2: We will increase the number of students who are prepared for post secondary college and/or career by 10%, through Think Together’s college	

		study center and collaboration with the college and career office.	
After School (times/services) (9)	Yes	Goal #1: We will increase the number of linkages to meet student needs focused on increasing belonging and awareness by collaborating with wellness providers and think together - afterschool program. Goal #2: We will increase the number of students who are prepared for post secondary college and/or career by 10%, through Think Together's college study center.	
Summer Programs (10)	Yes	Goal #2: We will increase the number of students who are prepared for post secondary college and/or career by 10%, through summer school credit recovery, dual enrollment programs, and Think Together summer college field trip.	
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	Yes	Goal #2: We will increase the number of students who are prepared for post secondary college and/or career by 10%, focusing on ELL reclassification and coordinating efforts with the college and career office.	
Teacher Leadership Development and Opportunities (12)	No		
Parent Leadership Development and Opportunities (13)	Yes	Goal #3 We will support the development of students and families to increase their leadership skills, participation and understanding of existing school committees on campus.	
Student Leadership Development and Opportunities (14)	Yes	Goal #3 We will support the development of students and families to increase their leadership skills, participation and understanding of existing school committees on campus.	
Shared Decision-Making Bodies that center the voices of students, families and community (15)	Yes	Goal #3 We will support the development of students and families to increase their leadership	

		skills, participation and understanding of existing school committees on campus.	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes	Goal #1: We will increase the number of linkages to meet student needs focused on increasing belonging and awareness of wellness providers. Goal #3 We will support the development of students and families to increase their leadership skills, participation and understanding of existing school committees on campus.	
Home Visits (17)	No		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	Yes	Goal #1: We will increase the number of linkages to meet student needs focused on increasing belonging and awareness by collaborating with Think Together to increase student participation in DMV training, financial literacy, career expo, and mental health expo.	
Positive Behavioral Supports (19)	Yes	Goal #1: We will increase student connectedness amongst our 9th and 11th grade students by 5% through PBIS multidisciplinary team and collaboration with stakeholders.	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	No	NA	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	No	NA	
Project-Based Learning (22)	No	Na	
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	Yes	Goal #1: We will increase student connectedness amongst our 9th and 11th grade students by 5%. This year our administration is focused on improving instruction in the classroom and this will be a focus of ILT meetings, PBIS understanding and delivery, and ELD focused tutoring.	

Community-Based Curriculum, Pedagogy, and Projects (24)	No	NA	
Personalized Learning Plans (25)	No	NA	
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	No	NA	
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	No	NA	
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			