LEA: COMPTON UNIFIED SCHOOL DISTRICT
SCHOOL SITE: CENTENNIAL HIGH SCHOOL (19 73437 1931567)

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP)
2023-24 SITE IMPLEMENTATION PLANS

The California Community Schools Partnership Program (CCSPP) supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features: integrated support services; family and community engagement; collaborative leadership and practices for educators and administrators; and extended learning time and opportunities. To ensure the successful implementation of the CCSPP, implementation grantees are required to submit an annual implementation plan.

Implementation plans are aimed to effectively and meaningfully engage students, teachers, families, and community partners; establish and expand partnerships, supports, and services that intentionally address locally-defined needs; expand student-centered teaching practices and enrichment opportunities during and out of school time; enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices; demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners); and develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

LEA: COMPTON UNIFIED SCHOOL DISTRICT
SCHOOL SITE: CENTENNIAL HIGH SCHOOL
CDS CODE: 19 73437 1931567
HISTORICAL DATA / REFLECTION

HISTORICAL QUANTITATIVE DATA			
	SY 20 - 21	SY 21 - 22	SY 22 - 23
Graduation Rate	85.9%	92.9%	90.9%
Dropout Rate	10.9%	6.3%	5.9%
Chronic Absenteeism Rate	N/A	37.5%	34.1%
Suspension Rate	N/A	5.02%	4.59%
Expulsion Rate	0%	0%	0%
College Going Rate (CGR)	86%	93%	91%
A-G Completion Rate	42%	44%	53%

REFLECTION ON ENGAGEMENT	
TOPIC	How would you describe the following areas at your school site? This type of data might come from interviews or focus groups. It might come from the levels of involvement of these groups that are part of the Community School Committee. You may include quantitative data (such as survey data, workshop data, attendance data).
Student Engagement	Student engagement is crucial for a thriving educational environment. When surveying students for the Needs and Assets Assessment (NAA) using the Listening Tour Survey, many students felt that their school lacks the variety of activities necessary to ignite enthusiasm and increase participation. They believe that a more diverse array of student activities would not only foster a deeper sense of community but also motivate them to take a more active role in their education. Additionally, students have expressed a preference for more direct instruction from teachers in the classroom, rather than relying heavily on Google Classroom assignments. This shift towards in-person teaching could significantly reduce the tendency to skip classes, as direct interaction with teachers tends to enhance understanding and accountability, ultimately leading to better educational outcomes. Students have voiced a strong desire for better cafeteria food, emphasizing that nutritious and appealing meals can significantly enhance their overall school experience. Alongside this, they are calling for cleaner and modern facilities, including restrooms, classrooms, school grounds, and both boys' and girls' locker rooms, which they believe are essential for maintaining a healthy and conducive learning environment. Furthermore, students are advocating for an improved sports management department, recognizing that well-organized and supportive athletic programs can greatly boost school spirit and engagement. By addressing these concerns, schools can create a more inviting and motivating atmosphere that encourages students to participate more actively in their educational journey.
Family Engagement	Family engagement plays a pivotal role in a student's educational success and overall development. When families are actively involved in their child's schooling, it fosters a supportive and collaborative environment that benefits both the student and the

school community. This engagement can take many forms, from attending parent-teacher conferences and school events to participating in decision-making processes and volunteering. Such involvement helps parents stay informed about their child's progress and challenges, enabling them to provide better support at home. Additionally, strong family-school partnerships contribute to higher academic achievement, improved behavior, and enhanced social skills for students, creating a more cohesive and nurturing educational experience.

The 2022-2023 California School Parent Survey reflects perceptions of parents in 3 areas (promotion of parent involvement, communication with parents about school and parental involvement in school).

Promotion of Parent Involvement
- 63% agree the school promptly responds to their phone calls
- 73% agree the school encourages them to be an active partner with the school in educating their child
- 63% agree the school actively seeks input from parents before making important decisions
- 75% agree parents feel welcome to participate at this school
- 81% agree the school staff treat parents with respect
- 69% agree the school staff take parent concerns seriously

Communication with Parents about School
- 77% agree the school keeps them informed about school activities
- 59% agree teachers communicate with parents about what students are expected to learn
- 33% felt very well and 40% felt just ok about letting parents know how their child is doing in school between report cards
- 25% felt very well and 35% felt just ok about providing information about why your child is placed in particular groups or classes
- 29% felt very well and 33% felt just ok about providing information on their expected role at their child's school
- 35% felt very well and 27% felt just ok about providing information on how to help their child plan for college or vocational school

Parental Involvement in School
- 43% Attended a school or class event
- 59% Attended a general school meeting
- 8% Served on a school committee
- 53% Met with a school counselor in person or remotely

Centennial High School does a very good job in promoting parental involvement and maintaining open lines of communication with parents about various school matters. The school regularly updates parents through Parent Square, emails, and parent-teacher conferences, ensuring they are well-informed about their children's academic progress and school events. However, there is still room for improvement in terms of increasing active parental involvement in school activities. Encouraging more parents to participate in school committees, volunteer programs, workshops and extracurricular events could foster a stronger school community and further enhance student support. By creating more opportunities and making it easier for parents to engage directly with the school, Centennial High School can build on its existing efforts and achieve even greater parental involvement.

Staff Engagement	Centennial High School has demonstrated significant strengths in fostering staff engagement, particularly through robust student support services, effective staff collaboration, and a supportive work environment. The school has cultivated a responsive security staff, ensuring a safe campus where students and staff feel secure. This foundation of safety and support allows staff to focus on their primary roles and collaborate effectively, contributing to a positive educational atmosphere. Additionally, the commitment to student support services, such as counseling and academic assistance, highlights the staff's dedication to addressing student needs comprehensively. Despite these strengths, there are areas where Centennial High School could improve to enhance overall staff engagement further. One key area is the discipline plan, particularly concerning ditching, student cell phone use during class, and general student behavior. Addressing these issues more effectively could lead to a more orderly and focused learning environment. Moreover, the school could benefit from maintaining a cleaner campus environment and developing viable intervention programs that proactively support students facing academic or behavioral challenges. By focusing on these areas, the school can create a more conducive environment for both teaching and learning. Priorities for enhancing staff engagement should include a comprehensive discipline plan that tackles issues like ditching, absenteeism, cell phone usage, and student behavior. Establishing a clear and consistent approach to discipline, possibly through the involvement of a dedicated Dean, could improve the overall school climate. Additionally, providing instructional aids to support teachers in the classroom is crucial for enhancing student academic success. By equipping teachers with the necessary resources and tools, the school can ensure that they are better prepared to meet the diverse needs of their students. Furthermore, ongoing staff and teacher training is essential to keep up with educational best practices and effectively address student needs. This includes professional development opportunities focused on innovative teaching strategies, classroom management, and effective communication with students and parents. Finally, fostering stronger community and parent engagement remains a priority, as involving families more deeply in the educational process can lead to improved student outcomes and a more supportive school community. By prioritizing these areas, Centennial High School can build on its strengths and address its challenges, ultimately enhancing staff engagement and student success.
Community Engagement	Centennial High School has demonstrated commendable strengths in community engagement, significantly benefiting students and fostering a collaborative environment. The school provides extensive homework help and student workshops, ensuring that students receive the academic support they need. Staff members are resourceful, approachable, and maintain great relationships with both students and the community. The school is known for its helpful and collaborative approach, actively engaging with community-based organizations to provide access to resources for students. Additionally, Centennial High School has created effective pipelines for students to attend higher education, demonstrating a strong commitment to their future success.

	Despite these strengths, there are several areas where Centennial High School could improve to enhance community engagement. Collaboration could be more efficient, as current efforts are sometimes hindered by "red tape" or bureaucracy, making it difficult to accomplish goals. Building stronger relationships with parents remains a challenge, and the school could benefit from greater administrative stability to ensure consistent leadership and vision. Furthermore, developing a comprehensive student achievement plan specifically for African American students and implementing more effective strategies for continuation school students are crucial areas for improvement to ensure all students have the opportunity to succeed. Priorities for Centennial High School in terms of community engagement should include a focus on academic assistance and increasing parent engagement and presence on campus. Establishing a larger designated space, such as a portable, to house resources for students can make support more accessible and visible. Enhancing school leadership and improving staff communication with students will contribute to a more cohesive and supportive environment. Additionally, securing more funding is essential to support these initiatives and ensure their successful implementation, ultimately leading to better outcomes for students and the broader school community. Campus safety remains a fundamental priority, as a secure environment is necessary for effective community engagement and student success. By addressing these priorities, Centennial High School can build on its existing strengths, overcome its weaknesses, and create a more supportive and engaged community. This holistic approach will not only enhance student achievement but also foster a stronger, more collaborative relationship between the school and its community, ensuring long-term success and stability.

CAPACITY BUILDING STRATEGIES

Describe your team's overall progress in the capacity-building strategies as described in the Capacity Building Strategies document. You can refer to your optional self-assessment and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

CAPACITY BUILDING STRATEGY	BEGINNING OF YEAR REFLECTION Indicate the current phase of growth and development. Identify the artifacts and evidence to support the phase.		END OF YEAR REFLECTION Indicate the current phase of growth and development. Identify the artifacts and evidence to support the phase.	
Shared Understanding and Commitment	• **Visioning** • Engaging • Transforming	• Outreach materials • **Surveys** • **Interview/focus groups** • Attendance logs • Other:	• **Visioning** • Engaging • Transforming	• **Outreach materials** • **Surveys** • **Interview/focus groups** • **Attendance logs** • Other:
Collective Priorities: Setting Goals and Taking Action	• **Visioning** • Engaging • Transforming	• **NAA** • Surveys • Interview/focus groups • Meetings/forums • Shared leadership team agendas • Other:	• **Visioning** • Engaging • Transforming	• **NAA** • **Surveys** • **Interview/focus groups** • **Meetings/forums** • **Shared leadership team agendas** • Other:

COMPTON COMMUNITY SCHOOLS
2023-2024 IMPLEMENTATION PLAN

Category	Stage	Elements	Stage	Elements
Collaborative Leadership	• **Visioning** (highlighted) • Engaging • Transforming	• Committee by laws • **Team mapping** (highlighted) • Formal agreements • Guiding documents and vision statements • **Team work plans and agendas** (highlighted) • Other:	• **Visioning** (highlighted) • Engaging • Transforming	• Committee by laws • **Team mapping** (highlighted) • Formal agreements • Guiding documents and vision statements • **Team work plans and agendas** (highlighted) • Other:
Coherence: Policy and Initiative Alignment	• **Visioning** (highlighted) • Engaging • Transforming	• Strategic plan • Professional learning plans • **School-wide instructional focus goals** (highlighted) • Metrics of success aligned with collective priorities • **SPSA alignment** (highlighted) • Other:	• **Visioning** (highlighted) • Engaging • Transforming	• Strategic plan • Professional learning plans • **School-wide instructional focus goals** (highlighted) • Metrics of success aligned with collective priorities • **SPSA alignment** (highlighted) • Other:
Staffing and Sustainability	• **Visioning** (highlighted) • Engaging • Transforming	• **Community school-aligned job descriptions** (highlighted) • **Roles and responsibilities document** (highlighted) • Processes for budget transparency • Staff visioning document • Data examining staff/teacher retention; vacancy rates • Other:	• Visioning • Engaging • Transforming	• Community school-aligned job descriptions • Roles and responsibilities document • Processes for budget transparency • Staff visioning document • Data examining staff/teacher retention; vacancy rates • Other:
Strategic Community Partnerships	• **Visioning** (highlighted) • Engaging • Transforming	• **Contract agreements/MOUs/Service Delivery Applications (SDAs)** (highlighted) • Assessments of impact • **Feedback data from existing service providers and partners** (highlighted) • Increased reports of student and family wellbeing • Other:	• Visioning • **Engaging** (highlighted) • Transforming	• **Contract agreements/MOUs/Service Delivery Applications (SDAs)** (highlighted) • Assessments of impact • **Feedback data from existing service providers and partners** (highlighted) • Increased reports of student and family wellbeing • Other:
Professional Learning	• **Visioning** (highlighted) • Engaging • Transforming	• Co-created vision for professional learning associated with the CCSPP implementation • Inventory of the professional learning system to support learning and reflection • Instructional foci and professional learning plans • Problem and improvement methods such as Plan-Do-Study-Act processes • **Teachers report that they are part of learning communities where they can grow and develop** (highlighted) • Other:	• **Visioning** (highlighted) • Engaging • Transforming	• Co-created vision for professional learning associated with the CCSPP implementation • Inventory of the professional learning system to support learning and reflection • Instructional foci and professional learning plans • Problem and improvement methods such as Plan-Do-Study-Act processes • **Teachers report that they are part of learning communities where they can grow and develop** (highlighted) • Other:
Centering Community Based Learning	• **Visioning** (highlighted) • Engaging • Transforming	• Co-created vision for teaching and learning • A site-specific framework for community-based teaching • Self-assessments • **Unit and lesson plans** (highlighted) • Shared learning of students and educators via a range of performance assessments • Increased reports of student engagement • Other:	• **Visioning** (highlighted) • Engaging • Transforming	• Co-created vision for teaching and learning • A site-specific framework for community-based teaching • Self-assessments • **Unit and lesson plans** (highlighted) • Shared learning of students and educators via a range of performance assessments • Increased reports of student engagement • Other:
Progress Monitoring and Possibility Thinking	• **Visioning** (highlighted) • Engaging • Transforming	• **Annual reports that include progress on critical baseline measures** (highlighted) • Data portfolio that includes locally determined measures	• **Visioning** (highlighted) • Engaging • Transforming	• **Annual reports that include progress on critical baseline measures** (highlighted) • Data portfolio that includes locally determined measures

		• Community voices and storytelling • Case Studies • Other:		• Community voices and storytelling • Case Studies • Other:

ENGAGING EDUCATIONAL PARTNERS

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. What groups were engaged in your school's needs and assets assessment process and how were they engaged?

STAKEHOLDER GROUP	ENGAGED DURING THE NEEDS AND ASSETS ASSESSMENT PROCESS		STAKEHOLDER GROUP	ENGAGED DURING THE NEEDS AND ASSETS ASSESSMENT PROCESS	
Administrators	• **Yes** • No	• Surveys • One-on-one interviews • **Focus groups** • Visioning exercises • Meetings and forums • Other:	Educators	• **Yes** • No	• **Surveys** • One-on-one interviews • **Focus groups** • Visioning exercises • **Meetings and forums** • Other:
Classified staff	• **Yes** • No	• **Surveys** • One-on-one interviews • Focus groups • Visioning exercises • **Meetings and forums** • Other:	Students	• **Yes** • No	• **Surveys** • **One-on-one interviews** • Focus groups • Visioning exercises • Meetings and forums • Other:
Family Members	• **Yes** • No	• **Surveys** • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other:	Community Members Community Partners	• **Yes** • No	• **Surveys** • One-on-one interviews • Focus groups • Visioning exercises • **Meetings and forums** • Other:

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

Please provide a brief overview.

Engaging historically marginalized student and family groups through the needs and assets assessment process required a targeted approach that involved meeting with students who were/are experiencing homelessness, are newcomers, are in foster care, are students with disabilities and/or are African American. Intentional steps were taken to ensure these groups were meaningfully involved in the needs and assessment process.

Our Community School is committed to engaging historically marginalized students and families through culturally diverse communication, targeted resources and supports available on campus and through the school district. All newsletters, events and workshops are delivered in English and Spanish. To overcome academic barriers all students and/or their families have access to tutoring assistance, clothes, hygiene products, school supplies, diapers and baby supplies at the school site. The Community and Wellness Center are safe spaces for students and their families to get connected to school, district and community resources. Students have access to mental health support through the Wellness Center, School Social Worker and the School Mental Health Team.

GOALS AND ACTIONS

Your Community School Committee goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified. Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

COMMUNITY SCHOOL COMMITTEE GOALS

SMART GOALS	RATIONALE Provide a brief explanation of why the goal was developed.
1. By June 2024 Centennial will decrease its chronic absenteeism from 34.74% by 5%.	In our Needs and Assets Assessment (NAA) staff indicated chronic absenteeism as an area of weakness. During the 2021-2022 school year it was 37.5%. In 2023 our chronic absenteeism rate decreased to 34.74%. We want to address barriers that prevent students from learning and offer the support needed to succeed.
2. By June 2024, we will improve school climate by decreasing the suspension rate from 4.6% to 3%.	Student engagement and extra curricular activities were areas of need identified by students and staff. We want to improve our school climate by reducing our suspension rate. In 2022 our suspension rate was 5%, and last year it was 4.6%. We want to improve the school climate by increasing student engagement,the number of student clubs and school wide activities.

3. By June 2024, we will increase the number of parents who participate in parent education workshops and school events/activities (parent engagement).	Centennial has seen a decrease in parent participation at parent workshops and/or school events. Staff and partners identified community/parent engagement, parent presence on campus and building relations with parents are areas of need. We want to provide parents with educational opportunities to gain skills to support and advocate for their children.
4. By June 2024, we will develop a coordination of services team (COST) to support student needs.	Our NAA indicated that effective implementation of resources and viable intervention programs were areas of need. We want to develop a comprehensive team to coordinate support services and address student needs.

MEASURING AND REPORTING RESULTS

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART GOAL 1

MEASUREMENT OF EFFECTIVENESS	METHOD OF EVALUATION	BASELINE DATA	END OF YEAR OUTCOME (complete at end of year)	DESIRED OUTCOME FOR NEXT YEAR (complete at end of year)
Increase daily attendance	Attendance Data, CA Dashboard: Chronic Absenteeism Data	34.4%	31%	20%

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Check- In/Check -Out	Students will check in and check out with a staff person daily and set a goal for the day.	Attendance Team CICO Team (Dr. Rodriguez, Mr. Perez, Ms. Ayala, Mrs. Gill-Stanford, Ms. Bravo,	Weekly

		attendance clerks & project self mentor)	
Streamlining attendance team and tasks	Team meets on a weekly basis to share Check-In/Check-Out data.	Attendance Team (Admin, attendance clerks, Project Self Mentor, community schools staff), CICO Team	Weekly

SMART GOAL 2

MEASUREMENT OF EFFECTIVENESS	METHOD OF EVALUATION	BASELINE DATA	END OF YEAR OUTCOME (complete at end of year)	DESIRED OUTCOME FOR NEXT YEAR (complete at end of year)
Decrease in suspension rate	CA Dashboard: Suspension Data Report District Suspension Data Report	4.6%	3.4%	2.2%

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Organization of student club offerings	Identify on campus clubs, empower students to develop additional clubs and create a plan to advertise and recruit students to join clubs.	Activities Director, Associate Student Body (students), Site Administrator	June 2024
Student Registration Event (Summer)	Orientation for families, student clubs/school sports sign-ups	Athletic Director, Activities Director, Site Administrator	August 2024
Brainstorm parent events:	Identify workshops or trainings to engage parents on campus	Administration, teachers, staff, parents, School Site Council, Black Parent Advisory Committee, Instructional Leadership Team	August 2024

Departments developing school wide events	Each academic department will create a school wide showcase event	Site Administrator, Department Chairs, Students	June 2024

SMART GOAL 3

MEASUREMENT OF EFFECTIVENESS	METHOD OF EVALUATION	BASELINE DATA	END OF YEAR OUTCOME (complete at end of year)	DESIRED OUTCOME FOR NEXT YEAR (complete at end of year)
There will be an increase in parent participation in workshops at school to an average of 50 parents	Sign-In Sheets	6 parent average	70 parent average	100 parent average

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Schedule Parent Meetings/Workshops at various times of the day to accommodate parent schedules	Sign In Sheet	CRS and Community Schools Staff	June 2024
Offer Hybrid Meetings/Workshops to accommodate parent needs	Sign In Sheet	CRS and Community Schools Staff	June 2024

SMART GOAL 4

MEASUREMENT OF EFFECTIVENESS	METHOD OF EVALUATION	BASELINE DATA	END OF YEAR OUTCOME (complete at end of year)	DESIRED OUTCOME FOR NEXT YEAR (complete at end of year)
A Coordination of Services Team (COST) will be developed	COST Action Plan	There is no identified COST	Planning a COST	COST will have serviced 50 students

STRATEGIES, ACTIONS, TASKS Briefly describe the action here	DESCRIPTION Describe the action	PERSONNEL RESPONSIBLE	TIMELINE
Develop a team	We will identify member of COST	Site Administrator, Guidance Counselor, Social Worker,	June 2024

		Community School Staff, Attendance Clerk(s),	
Develop a referral system	We will develop a COST action plan which includes a referral system	COST Team	June 2024

GOAL ANALYSIS (To be completed at the end of the year)

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming year (SY 2024-2025) that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal as well as identified areas of growth and any solutions you developed.

Goals Review for 2024-2025 School Year

Achieved Goals:

1. **Decreased Chronic Absenteeism Rate**
   - **Previous Year:** 34%
   - **Current Year:** 31%
   - **Strategy for Next Year:** Implement a Coordination of Services Team (COST) to identify and support at-risk students early, providing necessary resources to prevent chronic absenteeism.
2. **Decreased Suspension Rate**
   - **Overall Suspension Rate:** 3.4%
   - **Subgroup Suspension Rates:**
     - African American Students: 7%
     - Students with Disabilities: 8%
     - English Learners: 4.5%
   - **Action Plan:** Investigate the reasons behind the higher suspension rates for specific subgroups. Once the COST team is established, it will monitor these students and develop tailored support strategies to reduce suspension rates.
3. **Increased Parental Engagement**
   - **Previous Average Parent Attendance:** 6 parents per workshop
   - **Current Average Parent Attendance:** 70 parents per workshop
   - **Continued Partnership:** Maintain collaboration with the Parent Engagement Academy to sustain and further improve parental involvement.

Remaining Goal:

4. **Develop Coordination of Services Team (COST)**
   - ○ **Objective:** Establish a team to coordinate services for students, focusing on those at risk of chronic absenteeism and high suspension rates.
   - ○ **Benefits:** Early identification and intervention for at-risk students, targeted support to reduce absenteeism and suspension, and improved overall student well-being and performance.

Next Steps:

- **Formation of COST:**
  - ○ Identify key members for the team including school counselors, social workers, teachers, and administrators.
  - ○ Develop a framework for early identification of at-risk students.
  - ○ Create a system for monitoring and providing tailored interventions and resources.
- **Data Analysis and Monitoring:**
  - ○ Conduct a detailed analysis of the suspension data for African American students, students with disabilities, and English learners.
  - ○ Regularly review and adjust strategies based on data to ensure effectiveness.
- **Parental Engagement:**
  - ○ Continue offering workshops and other engagement opportunities in collaboration with the Parent Engagement Academy.
  - ○ Gather feedback from parents to continuously improve the engagement initiatives.

By addressing these areas, the school aims to enhance student support systems, reduce absenteeism and suspension rates further, and foster a stronger, more engaged school community.