

Implementation Plan 2025-2026

School Site Name: William Workman High School

Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year.

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

Historical Quantitative Data			
	SY 21 - 22	SY 22 - 23	SY 23-24
Graduation Rate	94.6%	91.0 %	93.8%
Dropout Rate	1.9 %	2.9 %	2.3%
Chronic Absenteeism Rate	36.9%	24.3 %	24.3 %
Suspension Rate	7.21 %	4.82%	4.22%
Expulsion Rate	0.19 %	0.22%	0.12%
College Going Rate (CGR)	35%	28%	22%
A-G Completion Rate	40.91 %	35.12%	35.12%

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 Council. You may include quantitative data (such as survey data, workshop data, attendance data).
Student Engagement	<p>Student Engagement at William Workman High School is in the Visioning phase for the 2024-2025 academic year. Based on the student survey responses from the WOHS Community Schools Student Needs Assessment Survey for 2024-2025, student participation in after-school or summer programs varied: 40 % of students reported regular participation, 20 % noted a lack of offerings, and 13 % acknowledged available programs, but did not participate. These findings suggest that there are opportunities to expand program offerings and clarify available resources to better meet student needs.</p> <p>In addition, according to the 2024–2025 California Healthy Kids Survey (CHKS) report for William Workman High School, student engagement indicators reveal both strengths and areas for growth. Among 9th graders, 55% reported high academic motivation, while 38% felt connected to their school. In comparison, 11th graders showed slightly</p>

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higher engagement, with 63% reporting academic motivation and 45% feeling connected. However, 46% of 9th graders

and 37% of 11th graders found school to be “really boring,” and 15% of 9th graders and 6% of 11th graders believed school was “worthless and a waste of time.” Additionally, 40% of students in both grades reported trouble focusing on schoolwork. Only 20% of 9th graders and 24% of 11th graders felt they had meaningful participation in school activities. These findings suggest that while a majority of students are academically motivated, a significant portion struggle with engagement and connection, highlighting opportunities for targeted interventions to enhance the school experience.

Family Engagement

Family Engagement at William Workman High School is in the **Visioning** phase for the 2024-2025 academic year. Based on the survey responses from the WOHS Community Schools Family Needs Assessment Survey for 2024-2025, 84.62% of families showed interest in participating in school events, highlighting a strong desire for connection with the school community. Similarly, 84.62% of families expressed interest in attending various workshops, indicating a high level of engagement and willingness to participate in educational and support opportunities. Further, 84.62% of respondents provided their preferences for event formats and times, demonstrating a clear commitment to being involved when scheduling aligns with their availability. Furthermore, 69.2% of families expressed strong interest in school-based programs that support both academic and emotional development, such as parenting workshops, mental health support groups, and wellness centers for students. Notably, 100% of respondents indicated a need for basic services, including access to food pantries, clothing, hygiene products, and housing assistance—underscoring the critical role of schools as community hubs. When it comes to event formats, 69.2% preferred in-person workshops, while no respondents selected hybrid options in this dataset. Interestingly, while morning and evening sessions were listed as options, no respondents explicitly selected these times, suggesting a need for clearer scheduling preferences in future surveys. Additionally, 7.7% of families expressed a willingness to contribute their own skills, such as cooking, financial literacy, or technology training, to benefit the broader school community. These findings underscore the importance of offering flexible, accessible, and meaningful opportunities for family engagement.

Staff Engagement

Based on the staff survey responses from the WOHS Community Schools Family Needs Assessment Survey for 2024-2025, staff participation levels reflect a committed workforce, with many staff members having long tenures in the district. In terms of engagement, 70.27% of respondents rated the school’s efforts to engage families as “Good,” while 29.73% rated them as “Neutral,” suggesting a generally positive but improvable perception. Regarding connection, 27.03% of staff described the collaboration among staff, families, and community partners as “Strong,”

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Community Engagement

while a larger portion, 51.35%, viewed it as “Neutral.” These insights highlight a solid foundation of staff involvement and collaboration, but also point to opportunities for enhancing family engagement and strengthening community ties.

Community Engagement at William Workman High School is in the *Engaging* phase for the 2024-2025 academic year. Community engagement continues to expand, with efforts focused on sustaining current community partnerships and adding additional community partnerships to meet the needs of the school community. New initiatives and programs were introduced for 2024-2025 such as the Foothill Family Services-Teen Inspired Program and Sports Social Work Internship Program. Enhancement of initiatives and programs for 2024-2025 included the WOHS Student Attendance Review Team (SART) and Attendance Supports, and the WOHS Social Work Intern Program.

According to the Capacity-Building Program Gauge, WOHS is currently in the *Engaging* phase of the Strategic Community Partnerships domain for Community Schools. The school has initiated connections with potential partners and teams through individual conversations, fostering mutual understanding and promoting a restorative justice and culturally responsive lense. Together, WOHS, onsite teams, and community partners have explored how each can contribute to and benefit from the community school initiative, while also aligning their efforts with the needs identified in the WOHS needs and assets assessment. However, while some initiatives are well-established at WOHS, it appears there is now a strong opportunity to expand and enhance these efforts, especially with a clearer understanding of the school’s current needs and priorities.

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Capacity-Building Strategies

Describe your team's overall progress in the nine 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 Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment	William Workman High School (WOHS) is the visioning phase of the Shared Understanding and Commitment domain for Community Schools. Community Schools is new to HLPUSD and the school site. Community Schools and the Community Schools Site Specialist (CSSS) position became active in October 2024 at the site. Community Schools and the CSSS position was introduced to the school site and community during the Fall 2024 semester. To identify and address gaps within this domain, WOHS needs to explore and engage families, staff, and the community in dialogue to learn about the site's needs to implement Community Schools' strategies, values, framework, and pillars. As well as explore how community schools can foster racially-just relationship-centered spaces and shared power.	<p>According to the Capacity-Building Program Gauge, WOHS is at the engaging phase of the Shared Understanding and Commitment domain for Community Schools. As of May 2025, the CSSS position was acknowledged and endorsed by the school site and community. From October 2024 to May 2025, WOHS explored how community schools could foster racially and socially just relationship-centered spaces and shared power by implementing WOHS Community Schools Needs Assessment Surveys. Students, families, and staff participated in the aforementioned surveys from December 2024 to January 2025.</p> <p>Additionally , a Community Schools Site Advisory Council was established and met monthly from December 2024 through May 2025. The Community Schools Site Advisory Council supported the review and evaluation of surveys and identified the site's priorities in accordance with the survey results. From November 2024 to May 2025, WOHS Community Schools Site Advisory Council members (1 Parent and 3 students) participated and attended the monthly HLPUSD Community Schools Advisory Council. The CSSS provided Community Schools site updates periodically at Coffee with the Principal, English Learners Advisory Committee (ELAC) , and School Site Council (SSC).</p>

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<p>Collective Priorities: Setting Goals and Taking Action</p>	<p>WOHS is the visioning phase of the Collective Priorities: Setting Goals and Taking Action domain for Community Schools. Historically and prior to Community Schools, the priorities and goals for WOHS were advised and determined by the WASC, CHKS, Universal Screener, CAASPP, NWEA MAP, ELPAC, CA Dashboard, LCAP, and SPSA results and/or suggestions. WOHS is exploring and developing a plan to administer a needs and assets assessment that reaches students, families, and staff. This plan will aim to incorporate questions that collect data regarding engagement, the school's community vision, and reflect an asset lens. The needs and assets plan aims to explore critical access to a range of supports and services, as well as identify the hardest to reach, marginalized and excluded interest groups.</p>	<p>According to the Capacity-Building Program Gauge, WOHS is at the engaging phase of the Collective Priorities: Setting Goals and Taking Action domain for Community Schools. WOHS engaged students, families, and staff in WOHS Community Schools Needs Assessment Surveys. Students, families, and staff participated in these surveys during December 2024 to January 2025 (30 % of total participation). The needs and assets plan for WOHS explored critical access to a range of supports and services such as health care, mental health care, after-school programming, enrichment programs, family engagement, school climate, etc.</p> <p>The results were evaluated and analyzed by the WOHS Community Schools Advisory Council. Based on the survey results and findings, a WOHS needs and assets findings report was developed and shared with the WOHS Community School Advisory Council, SSC, and ELAC. The WOHS needs and assets findings report revealed the survey results, and the identification of interest groups who are the hardest to reach/marginalized/excluded, and the site's needs and priorities. The WOHS needs and assets findings report informed and advised the SPSA and WOHS Community Schools' priorities and goals that form the initial focus areas for transformation. Utilizing the WOHS needs and assets findings report, the WOHS Community Schools Advisory Council reviewed and discussed the Community schools' priorities and goals on a monthly basis from January 2025 to May 2025. Three Community Schools' priorities and goals were identified. Moreover , the site's Community Schools priorities and goals align with the SPSA.</p>
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Collaborative Leadership	<p>WOHS is the visioning phase of the Collaborative Leadership domain for Community Schools. Historically and prior to community schools, SSC and ELAC shared and governed the decision- making at WOHS. WOHS is exploring the site’s shared governance structures to build community; and identifying all existing school-site and local teams, networks, and groups to understand the site’s governance purpose and composition. In addition, WOHS is exploring how to build relationships to identify current and potential students, families, staff, and community leaders who could serve on emerging community schools leadership teams. WOHS is exploring leadership and recruitment that focuses on historically excluded student, family, and community groups to ensure diverse representation reflective of the site’s school community. Moreover, WOHS is exploring and developing a process for analyzing its current leadership model and decision-making structures with the goal of establishing a democratic governance structure. WOHS is exploring how to create a space that re-structures existing structures , but also envisions new governance structures rooted in shared power and equity.</p>	<p>WOHS is the engaging phase of the Collaborative Leadership domain for Community Schools. WOHS included SSC, ELAC, and the WOHS Community Schools Advisory Council for the 2024-205 governed and shared decision- making process at the site. Through the establishment of the WOHS Community Schools Advisory Council, WOHS demonstrated engagement efforts through the following: (1) developed new shared governance structures to build community, identify all existing school-site and local teams, networks, and groups to understand the site’s governance purpose and composition; (2) built relationships to identify current and potential students, families, staff, and community leaders who could serve on emerging community schools leadership teams; (3) recruited historically excluded student, family, and community groups to ensure diverse representation reflective of the site’s school community; (4) developed a process for analyzing its current leadership model and decision-making structures with the goal of establishing a democratic governance structure; and (5) created a space that re-structures existing structures that envisions new governance structures rooted shared power and equity.</p>
Coherence: Policy and Initiative Alignment	<p>WOHS is the visioning phase for the Coherence: Policy and Initiative Alignment domain for Community Schools. Historically and previously, site priorities and goals were informed and advised by the LCAP and SPSA, as well as SSC and ELAC. WOHS is exploring and developing school map policies, initiatives, programs, personnel, and other assets that already exist at the site that connect to or overlap with the community school strategy. WOHS is exploring and recruiting a school shared leadership structure that</p>	<p>According to the Capacity-Building Program Gauge, WOHS is at the engaging phase of the Coherence: Policy and Initiative Alignment domain for Community Schools. For 2024-2025 , Community Schools priorities and goals were informed, advised, and identified by the site’s Community Schools Advisory Council utilizing the following: WOHS needs and asset surveys results and findings report. The participation of students, families, and staff in surveys demonstrated collaboration efforts to inform and advise the Community Schools' priorities and goals. The</p>

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	develops an initial community school implementation plan and a needs and asset assessment plan.	<p>site's Community Schools priorities and goals are aligned with the SPSA which is informed and advised by SSC and ELAC.</p> <p>Additionally, policies , approaches, and practices in the area of attendance initiatives were enhanced. The WOHS Student Services Department (Discipline) and Student Services Team and Student Attendance Review Team implemented a culturally responsive and restorative justice lense to best support students and families. These enhancements are scheduled to be reviewed and discussed with the school site staff for the 2025-2026 year.</p>
Staffing and Sustainability	WOHS is the visioning phase of the Staffing and Sustainability domain for Community Schools. WOHS is exploring and determining the role of the CSSS who will build the capacity of the school to facilitate the community school strategies and process. WOHS is considering the requisite mindsets and expertise needed to fully embrace the community schools approach. The CSSS position was established with the Community Schools grant funding during 2023-2024. The site's CSSS position was filled in October of 2024.	According to the Capacity-Building Program Gauge, WOHS is the visioning phase of the Staffing and Sustainability domain for Community Schools. The site hired a CCSS for 2024-2025, and the CSSS is scheduled to return for 2025-2026. The CSSS is bilingual in English and Spanish and a resident of the WOHS community. WOHS is currently exploring and developing a process for identifying other necessary roles and positions based on need. Moreover, WOHS aims to ensure that the school site has a diverse, multilingual, multiracial community and school staff who reflect the diversity of the school community they serve and are recruited, supported, and retained.
Strategic Community Partnerships	WOHS is the visioning phase of the Strategic Community Partnerships domain for Community Schools. Prior to Community Schools, the site had established partnerships with the following partners: Foothill Family Services, MSW Education Partners, Felix Ventures, Mt. Sac, Rio Hondo, and CAP. WOHS will explore and aim at developing a comprehensive map and database of existing and potential partners in surrounding communities including non-profit organizations, colleges and universities, faith-based	According to the Capacity-Building Program Gauge, WOHS is the engaging phase of the Strategic Community Partnerships domain for Community Schools. WOHS connected with potential partners through one-on-one conversations. WOHS and potential partners explored how both parties could contribute to, and benefit from, the community school process, and explore alignment to needs identified in the needs and assets assessment. The CSSS collaborated with Foothill Family Services Teen Inspired Program and was trained by Foothill Family

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	institutions, local business, health facilities, libraries, youth - focused organizations, and government offices.	Services in the Teen Inspired curriculum. The curriculum and training support teen mental health efforts within the site. The CSSS collaborated with the following Social Work Education Partnerships to establish an MSW Intern team at the site: Azusa Pacific University, California State University, San Bernardino, and California State University, Long Beach. The MSW Intern team developed a site community resource guidebook that includes County of Los Angeles community resources and nearby counties. Additionally, the MSW team provided bilingual mental health, behavior, and attendance support services.
Professional Learning	WOHS is the visioning phase of the Professional Learning domain for Community Schools. Historically and previously, HLPUSD provides professional development to its staff. HLPUSD informs staff of professional development opportunities through e-mail correspondence.	According to the Capacity-Building Program Gauge, WOHS is the engaging phase of the Professional Learning domain for Community Schools. HLPUSD informed staff via e-mail correspondence regarding professional development conferences and opportunities. WOHS staff attended professional development conferences and training throughout the 2024-2025 year. The CSSS attended and participated in Community Schools training and professional development sessions through 2024-2025. The CSSS initiated one-on-one conversations with potential partners to explore how WOHS could provide professional learning and development focusing on culturally responsive and restorative justice practices and efforts.
Centering Community Based Learning	WOHS is the visioning phase of the Centering Community Based Learning domain for Community Schools. WOHS is exploring how to engage educators in learning the theoretical roots and practical elements of community-based learning.	According to the Capacity-Building Program Gauge, WOHS is in the visioning phase of the Centering Community-Based Learning domain for Community Schools. Although WOHS is in the visioning phase, for 2025-2026 WOHS aims to dedicate time to exploring resources for educators to plan curriculum and integrate classroom-community connections and

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		interdisciplinary teams. For 2025-2026, WOHS aims to collaborate with the HLPUSD community partners to explore and expand within this domain.
Progress Monitoring and Possibility Thinking	WOHS is in the visioning phase of the Progress Monitoring and Possibility Thinking domain for Community Schools. WOHS is working on collecting baseline data based on LCAP, SPSA, CA Dashboard and additional data sources which include attendance rates, chronic absenteeism, high school dropout rates, ELA/Math scores, high school graduation rates, suspension rates, expulsion rates, CHKS, Universal Screener , and etc.	According to the Capacity-Building Program Gauge, WOHS is the engaging phase of the Progress Monitoring and Possibility Thinking domain for Community Schools. WOHS revisited its data and evaluation strategy collection frequently during SSC, ELAC, and Community Schools Advisory Council to ensure that collected data aligned with the community-based vision emerging from the needs and assets assessment and with CA CCSPP reporting requirements. Data was frequently reviewed and discussed with SSC, ELAC, and Community Schools Advisory Council to identify and address potential disparities among students. During SSC, ELAC, Coffee with the Principal, and Community Schools Advisory Council meetings, students, families, and staff were engaged in the development of site plans. Moreover, the WOHS Community Schools Advisory Council reviewed and discussed team plans which included the following: onsite data, CS reports, enhancing existing programs , and CS next steps. The site provided public presentations and annual reporting of school site plans during SSC, ELAC, Coffee with the Principal, and Community Schools Advisory Council meetings.

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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		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Educators	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Classified staff	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Students	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums

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			<ul style="list-style-type: none"> Other: (Write in) 	<ul style="list-style-type: none"> Other: (Write in)
Family members	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)
Community members	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)

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.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>Please provide a brief overview</p> <p>Historically, WOHS needs and assets assessment process engaged with marginalized student and family groups which includes families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, and newcomers. Previously to Community Schools, WOHS engaged students and families through Coffee with the Principal, School Site Council, English Learner Advisory Council, LCAP survey, and Student Senate. In addition, WOHS engages its students and families in the LCAP/SPSA process every year. Additionally, every year WOHS administers the California Healthy Kids Survey (CHKS) to obtain student feedback regarding needs.</p>	<p>Please provide a brief overview</p> <p>For the 2024-2025 needs and assets assessment process, WOHS engaged with marginalized student and family groups which included families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, and newcomers. WOHS engaged students and families through Coffee with the Principal, School Site Council, English Learner Advisory Council, and LCAP survey. In addition, WOHS engaged students through the LCAP survey, student senate, and California Healthy Kids Survey (CHKS). This year WOHS engaged its students, families, and staff in the Community Schools Survey during December of 2024 through January 2025. Thus, WOHS developed the Community School Advisory Council for 2024-2025.</p>

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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. 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 Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
<p>Goal 1: Increase Access to Integrated Student Support Services and Resources</p> <p>A. By May 2026, coordinate and facilitate a variety of health and wellness events and resources on campus.</p> <p>B. By May of 2026, have a mental health partnership established on site to provide mental health services (MOU partners, Schools of Social Work Internship Programs, etc.).</p> <p>C. By May of 2026, restructure and establish a process for referring students and families to the available community services and resources (mental health, physical health, ect.).</p> <p>D. By May 2026, establish a system to distribute information regarding physical health and mental health resources and services to classrooms.</p>	<p>According to the WOHS Community Schools Needs Assessment Surveys for 2024-2025, students, families, and staff reported that physical and mental health services and resources were a priority for the site. Additionally, the WOHS Community Schools Advisory Board reviewed and analyzed the survey findings, which informed and advised the site's primary Community School priority and goal.</p> <ul style="list-style-type: none"> 67% of students reported needing nutritional support and 47 % of students reported needing access to social and emotional/mental health support. 67 % of family members reported needing onsite/mobile healthcare services and 64 % of family members reported needing access to social and emotional/mental health support. 49% of staff indicated that mental health support services are needed. 40 % of students reported needing academic support Aligns with SPSA Goal for School Climate and Engagement

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<p>Goal 2: Increase Family and Community Engagement</p> <p>A. By 2026, coordinate, advertise, recruit, and facilitate community partners programs (i.e. County of Los Angeles Public Health Parent Ambassador Leader [PAL] program, Western Justice Center ect.).</p> <p>B. By 2026, collaborate, consult, and coordinate with a local community partner to host field trips for students and families to promote enriched learning regarding local community.</p> <p>C. By 2026, establish and facilitate the LOBO Community Center.</p> <p>D. By 2026 , coordinate ,establish, and facilitate the volunteer program on site.</p> <p>E. By 2026, consult , collaborate , and establish a Lobo Alumni Team.</p>	<p>According to the WOHS Community Schools Needs Assessment Surveys for 2024-2025, students, families, and staff reported that family and community engagement was a second priority for the site. Additionally, the WOHS Community Schools Advisory Board reviewed and analyzed the survey findings which informed and advised the site’s second Community School priority and goal.</p> <ul style="list-style-type: none"> ● 82 % of family members reported needing a.m. and in-person format for family engagement opportunities. ● 40% of staff reported the need to increase family and community engagement. ● Aligns with SPSA Goal for School Climate and Engagement
<p>Goal 3: Increase Student Academic Outcomes</p> <p>A. By 2026, collaborate, consult, and coordinate events on site to promote culturally responsive learning practices to increase student academic outcomes.</p> <p>B. By 2026, enhance and strengthen tutoring programs to equitably support marginalized students.</p> <p>C. Increase access to student lead clubs to promote student engagement, belonging, and leadership.</p>	<p>According to the WOHS Community Schools Needs Assessment Surveys for 2024-2025, students, families, and staff reported that enriched learning opportunities for students and families was a third priority for the site. Additionally, the WOHS Community Schools Advisory Board reviewed and analyzed the survey findings which informed and advised the site’s third Community School priority and goal.</p> <ul style="list-style-type: none"> ● 38 % of staff reported needing activities or initiatives that enhance student learning and development ,including family involvement. ● Aligns with SPSA Goal for ELA/MATH/ELL

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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: Increase Access to Integrated Student Support Services and Resources

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)
Participant attendance for community and resource events.	Google survey for 2025-2026 events	Baseline data to be determined.	Positive feedback findings from mixed method survey regarding student integrated supports and resources.	Evidence of high number/percent of active participants.
2 additional community partners	Number of active partnerships (MOUs, Agreements)	Baseline data demonstrates WOHS has 4 active partnerships (MOUs)	6 active partnerships	Evidence of 6 active MOUs /Agreements
Number of students and families referred	Number of student/family referrals for each services/resource	Baseline data to be determined	High number/percent of student/family referrals	Evidence of high number/percent of student/family referrals
Number of students that obtained information	Classroom sign-in sheets/Aeries attendance	Baseline data to be determined	Classroom sign-in sheets align to Aeries attendance for dates of visits.	Evidence of high number of school referrals

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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Health/ Wellness Events: (1) Onsite Community Health and Wellness Resource Event and (4) Resource Building Clinics	<p>Coordinate (1) onsite Community Health and Wellness Resource Event.</p> <p>Coordinate 4 (2 for Fall 2025 / 2 for Spring 2026) Resource Building Clinics onsite.</p>	<p>-WOHS Administration Team -Community School Site Specialist (CSSS) -WOHS Staff Team -WOHS Community Schools Advisory Council -WOHS Approved Volunteers</p> <p>-WOHS Student Volunteers (ASB, Renaissance, Athletics , Clubs, Current Students)</p> <p>-WOHS Administration Team -Community School Site Specialist (CSSS) -WOHS Staff Team -WOHS Community Schools Advisory Council -WOHS Approved Volunteers</p> <p>-WOHS Student Volunteers (ASB, Renaissance, Athletics , Clubs, Current Students)</p>	May 2026
Coordinate and establish a variety of on-site partners for integrated student support services and resources	Coordinate and establish HLPUSD MOU approved partners (Foothill Family Services, CSULB, CSUF, APU,	-WOHS Administration Team -Community School Site Specialist (CSSS)	May 2026

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	USC, County of Los Angeles, non-profits, ect.) to provide a variety of services and resources on site during school and after-school hours.		
Restructure and establish a process for referring students to community services and resources.	CSS will restructure and establish a process for referring students to community services and resources.	-WOHS Administration Team -Community School Site Specialist (CSSS) -Counseling Team -Psychologist Team	December 2025
Establish a system to distribute information regarding physical health and mental health resources and services to classrooms.	The CSSS and WOHS Student Services Team will develop and establish a system to distribute information to Classrooms.	Community School Site Specialist (CSSS) WOHS Administrator for Student Services	December 2025

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SMART Goal 2: Increase Family and Community Engagement

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)
Participant attendance	Sign-in sheets/ Attendance sheets	To be determined	Sustainability of onsite programs.	Evidence of a high number/percent of active participants.
Participant attendance	Sign-in sheets/ attendance sheets	To be determined	Sustainability of onsite programs.	Evidence of a high number/percent of active participants.
Visitors Attendance	Sign-in sheets	To be determined	Active visitors for the Center. Access to resources.	Evidence of a high number/percent of active participants.
Participants applications	Number of participants applications/ approved applicants	To be determined	Higher number of student participants.	Evidence of a high number/percent of active participants.
Participants application	Number of participant applications	To be determined	Higher number of student participants	Evidence of a high number/percent of active participants.

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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Coordinate a variety of onsite Community Partner Programs for community engagement	Recruit family members for onsite partnership programs . Facilitate onsite partnership programs.	-CSSS -WOHS Administration	May 2026
Coordinate (1Fall / 1 Spring) Field Trips	Coordinate 1 Fall and 1 Spring FieldTrip	-WOHS Administration Team -Community School Site Specialist (CSSS) -WOHS Staff Team	March 2026
Develop and facilitate the Lobo Community and Resource Center	Design and infrastructure a functional and inviting community space.Furnish with shelving, seating, technology, and signage. Stock with diverse resources. Included academic materials, hygiene , nutrition, and clothing supplies. Rotate and update resources regularly. Partner with local businesses, nonprofits, and services providers.	-Community School Site Specialist (CSSS) -WOHS Staff Team	May 2026
Develop and coordinate a onsite Volunteer Process and Program	Establish a clear and secure process for onsite volunteers.	-Community School Site Specialist (CSSS)	December 2025

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	This process includes collaborating, consulting, following -up with HLPUSD regarding application form, background checks, policy documentation, reference checks, and agreements.	-WOHS Administration Team -WOHS Staff Team	
Lobo Alumni Team	Identify and recruit alumni through outreach campaigns. Collect contact information from past students through school records, social media, and ect.	-WOHS Community Schools Advisory Board -WOHS Approved Volunteers - WOHS Staff	May 2026

SMART Goal 3: Increase Student Academic Outcomes

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Student Satisfaction feedback with event	Google Survey	To be determined	Positive feedback on student satisfaction in school engagement.	Evidence of high percentages of student engagement in school events.
Student feedback with services	Google Survey	To be determined	Positive feedback on student satisfaction with enhanced tutoring programs.	Evidence of high percentages of student satisfaction with school programs.
Student enrollment in clubs	Club attendance sheets	To be determined	Positive feedback on student satisfaction on school engagement.	Evidence of high percentages of student satisfaction with schools programs.

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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Coordinate (1) onsite event that promote culturally responsive learning practices	Coordinate (1) Cultural Connections Event	-WOHS Administration -CSSS -WOHS Staff	February 2026
Monitor and implement enhanced tutoring programs	Hire certified or trained personnel. Monitor academic progress viewing grades and academic performance.	-WOHS Administration Team -WOHS Counseling Team -CSSS - WOHS Staff	May 2026
Develop and implement (2) student led clubs	Begin club proposal process with WOHS staff	-WOHS Administration -CSSS -WOHS Staff	May 2026

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Overall Reflection

To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please provide an overview of the most impending challenges during the implementation of the CCSPP grant. Please also describe any solutions you have developed to address them and additional supports or changes to the CCSPP program and technical assistance that could be useful. Please provide a one-half to one-page narrative for this prompt.

The CCSPP grant program presented a few challenges during the implementation of the CCSPP grant. One the challenges that WOHS encountered was having their CSSS begin in mid-October of 2024. This presented a challenge because the CSSS needed to expedite their learning process and implementation of the initiatives efforts. Another challenge was that the CSSS was not properly trained for report writing and instruction. Understanding of funding was another challenge, better guidance on funding expenditures would have been beneficial. Obtaining active MOUs for community partners was another challenge. The CSSS was unable to bring onsite services because of pending MOUs or partners needing MOUs to provide services. The school site and district level team were extremely beneficial. Both teams provided support to the CSSS. Professional development regarding report writing and report examples can be beneficial for the CSSS. Additional community schools site visits can be beneficial.

Whole Child Supports

This section is aligned with the [Whole Child Supports Inventory](#)

To make progress toward SMART goals, your site may provide a range of whole child supports. For each area below, please identify the following:

- Write “Yes” in column A if the support was part of your CSCIP; **if yes in column A**, write “Yes” to all areas that apply in columns B through F,
 - Check the box in column B if you were already implementing a support and integrated into your community schools work,
 - Check the box in column C if you engaged with or expanded partnerships during the 2024-2025 school year
 - Check the box in column D if training or professional development in that area occurred during the 2024-2025 school year
 - Check the box in column E if you expanded your capacity to offer the support during the 2024-2025 school year
 - Check the box in column F if you are currently collecting data and tracking improvement for a support.

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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Yes		X	X		
Mental health Screening and Services	Yes	X	X	X		
Nutrition Services and Support	Yes		X	X		
Academic Support (tutoring, specialist, etc.)	Yes	X	X			
Counseling Center	No					
Multi-Tiered System of Support	No					
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	Yes	X				

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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Summer Programs	No					
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	No					
Parent Leadership Development and Opportunities	Yes	X	X	X		
Student Leadership Development and Opportunities	Yes	X	X	X		
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	X	X	X		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes	X	X	X		

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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Home Visits	No					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					
PBIS or Other Schoolwide Positive Behavior Philosophy	No					
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes	X	X	X		
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	X	X	X		
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	No					
Community-Based Curriculum and Pedagogy	No					

Implementation Plan 2025-2026

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Personalized Learning Plans	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	No					