



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities • Leading Educators

Implementation Plan Valley Alternative (2025-2026)

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School Site Name: Valley Alternative High School

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	75.4%	81.4%	73.2%
Dropout Rate	21.7%	11.6%	No data
Chronic Absenteeism Rate	81%	60%	58%
Suspension Rate	10.4%	18.3%	6.5%
Expulsion Rate	(District) 0%	(District) 0.1%	No data
College Going Rate (CGR)	0%	0%	0%

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	The student population of our continuation high school struggles with engagement. Chronic absenteeism is a major issue at Valley. According to the data in the 24-25 SPSA over 58% of Valley students are considered “chronically absent” according to the district standard of a 10% absences rate. When students are consistently missing school, it makes engagement and connectedness more difficult. According to the CA Healthy Kids survey data from 24-25 SPSA, 40% of students felt a sense of “connectedness” on campus. This is 10% lower than the district average of 50% that is written in the LCAP. Part of the grant funded initiatives on campus to improve attendance has been a reward system as well as incorporating more social activities at lunch in which students can participate. There have also been collective rewards to encourage attendance improvement, but despite best efforts, the attendance rate remains below the target. There is a student representative from Valley to participate in both the site and district advisory council for Community Schools.
Family Engagement	Family engagement has been a continual struggle for Valley over the years. At Valley we have added an awards ceremony to the Open House in order to bring higher attendance, but the numbers remain from 5-10 families attending. This year we have held workshops for parents and students to complete the FAFSA forms. Those workshops have been successful. At the beginning of each quarter at Valley there is a mandatory orientation for incoming students and their parents/ guardians to attend. At this orientation, a small portion is dedicated to introducing the Community Schools initiative. At the December orientation, the Community Schools Parent/ Guardian survey was administered to parents and out of

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	the 28 in attendance, 12 completed the survey. Currently, we are looking for a room or area on campus that can be used as a parent center for the 25-26 school year.
Staff Engagement	A major area issue that Valley has had to overcome is the high rate of teacher turn-over. This is due to many factors, such as temporary contracts. There is a sense of disconnect between some staff members and the campus in general. The Community School Site Specialist (CSSS) was a teacher on campus for 6 years before taking the CSSS role, which did help to keep staff informed and aware of community schools initiatives. Teachers have volunteered to participate in Community Schools programs, such as developing a more comprehensive SEL plan and participating in an in-school mentorship program. This shows high engagement from staff on campus. The Community School survey given to the staff was conducted during a faculty meeting and was completed by 100% of the teachers. However, only 22 out of 133 students completed the CS Survey because only 1 teacher administered it to the students. This 24-25 school year, the Community School grant was used to hire two interventionists for academic support on campus. The teachers were very supportive of this process and invited the interventionists to participate in classes and work with specified students.
Community Engagement	Community engagement has been high and positive. A major priority for us this year was to bring mental health services to the campus. In the data from the CS Survey given to students, teachers, and parents, all groups highly supported and believed there is a need for more mental health services on campus. This year we have partnered with Pacific Clinics to bring the RISE drug prevention program on campus. We have also moved to using Pacific Clinics and Enki Family Clinics as the primary entities for our mental health referrals. Although we have not been able to bring a mental health therapist to the campus, there is a counseling session scheduled to take place on campus with an Enki therapist and a Valley student. The CSSS has also been working with LACOE and the Department of Mental Health to acquire more mental health resources that are not reliant on specific types of insurance. In addition to the mental health clinics and resources, Valley continues to maintain relationships with Mt. San Antonio Community College, who come multiple times throughout the school year to host information sessions, FAFSA sessions, and enrollment counseling. Valley also partners with the Hacienda La Puente Adult School to offer students CTE courses on the Willow Adult School campus.

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?

According to the progress gauge, Valley Alternative is at the Engaging phase. The easiest of the nine capacity-building strategies to achieve were the collective priorities and the coherence with initiative alignment. The two strategies really go hand-in-hand with each other. While Valley Alternative does have a high rate of teacher turn-over, the small faculty size and the core group of long-term teachers have a strong sense of community and commitment to the students and to the school's goals for improving engagement and meeting the needs of students. The teachers here have proven time and again that they are willing to participate in new initiatives, and even donate their personal time to participating in programs that benefit the students. As a continuation high school, our issues and needs

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are easily identifiable and do not fluctuate much from year to year. Many of our main issues such as chronic absenteeism are common for continuation high schools in general. The SPSA goals and the needs identified by the Community Schools surveys were in perfect alignment. Furthermore, identified needs such as mental health resources and social emotional learning opportunities would work in conjunction and support goals such as reduction of suspensions, which is a goal set for Valley in the district LCAP. The administrators, counselors, and teachers all have a shared and clear understanding of what the needs and assets are at the school.

The most difficult of the capacity-building strategies has been the collective leadership. Again, this is a common issue for continuation high schools, which is the lack of parent involvement and student engagement. Historically, Valley has had difficulty having parents/ guardians volunteer for committees and participate in surveys on campus. We have added awards ceremonies to our open houses and tried different strategies such as that to bring parents to campus, but those have shown little improvement. Each year we struggle to get parents to attend the School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings. The ability to use Zoom and other remote formats for meetings has been extremely helpful in getting parents/ guardians to volunteer. According to the data from the 25-26 SPSA, over 90% of our student population is considered socioeconomically disadvantaged, 1% are foster students, and 15% are considered homeless. This leads to the conclusion that these parents and guardians must work and may not have the time to attend committees and be as involved as I am sure they would like to be in the school. One point at which we do have parents on campus is during the mandatory orientations. Students are referred by the comprehensive high schools each quarter at Valley. In order for the student to be accepted and enrolled, they must attend the orientation with a parent or guardian. It is at these orientations that we are able to administer surveys such as the LCAP and community schools survey. Despite the low levels of parent/guardian involvement, we continue to present opportunities, including the plans for developing a parent resource center in the 25-26 school year.

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	Community Schools were new to our district this year. The Community School Site Specialist (CSSS) role became active in October of 2024. The role was introduced to faculty through the weekly faculty meeting. The Community Schools program and the CSSS were introduced to parents at each subsequent orientation for new students held each quarter. The CSSS was added to the weekly Multi-tiered System of Support (MTSS) team and the School Site Council (SSC).	By the end of this 2025 school year, the CSSS position was clearly recognized by the faculty, staff, and students. The students, parents/guardians, and faculty participated in a needs assessment survey. The Community Schools Site Advisory Committee and its purpose and bylaws were established. Three students have served as the Community Schools student representative at the CS district advisory council. The CSSS gives weekly updates on progress during the MTSS weekly meeting.
Collective Priorities: Setting Goals and Taking Action	At the beginning of the school year the goals for Valley had been set by the LCAP, SPSA, and the past WASC suggestions. The goals and needs of the school were determined through the LCAP survey, the universal screener completed by all faculty twice per year, the CA Healthy Kids Survey, and a data analysis of CAASPP, NWEA MAP, and ELPAC scores. The goals and needs of the school were also informed by the data analysis of grades and credit acquisition rate of the students	By the end of the 2025 school year the goals and needs identified for the 2024-25 and 25-26 school year have been identified through the same surveys: LCAP, CHKS, Universal Screener, as well as, testing scores and grade/ credit data. In addition this year was the Community Schools Needs Assessment surveys. A separate survey was given to students, parents/ guardians, and faculty. The identified needs and gaps within the school aligned between the LCAP, SPSA, and

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	for each quarter of the previous school year, as well as attendance reports. The district LCAP and the Valley SPSA are posted online for all community members to view.	Community Schools Assessment. The identified needs fit into the major categories of: mental health resources, chronic absenteeism, academic support, and alternatives to suspension.
Collaborative Leadership	In previous years and as of the beginning of the school year, Valley's collaborative leadership committees are the School Site Council (SSC), the Multi-tiered System of Support Team, and the English Learner Advisory Council (ELAC). The SSC has both a parent/ guardian student representative and faculty member. SSC meetings are open to all Valley stakeholders who wish to attend and meetings are held virtually for the convenience of all in attendance. ELAC has a parent representative as well. The MTSS Team consists of school administrators, counselors, CSSS, and the school psychologist. The MTSS team review all student data regarding academics and behavior in order to identify students who are in need of resources to support their success.	In addition to the previous collaborative leadership teams of the 24-25 school year is this year's addition of the Community Schools Site Advisory committee. This committee consists of school administrators, teacher, classified employee, parent, and student representative. Valley also has student representation at the district Community Schools Advisory Council that meets once per month.
Coherence: Policy and Initiative Alignment	The goals previously set for the 24-25 school year as determined by the district LCAP have informed the goals and strategies of the Valley SPSA. The main LCAP goals addressed graduation rates, academic test scores, and lowering the suspension rate. The LCAP Goal 4 was specific to Valley Alternative to not only lower the suspension rate, but to raise the attendance rate by 5% within a 3-year span.	In addition to the LCAP and SPSA from the 23-24 school year, the Community Schools Survey found the same areas of need. The Community School goals focus on bringing more mental health resources onto the campus as a method to increase attendance, address the underlying causes for behavioral issues that lead to suspensions. The LCAP and SPSA goals of raising test scores aligns with the community school survey in which 66% of parents felt their student needed extra support specifically in ELA and Math. Students also answered a write-in question identifying the academic area in which they had the most difficulty, which was Math and ELA. Therefore the Community School goal is to hire interventionists to allow for more 1:1 instruction for students who are below standard. This can also address students whose grades suffer from chronic absenteeism. There are goals in place for the 2025-26 school year to further address chronic absenteeism, including a more comprehensive SEL program and an in-school mentorship program.
Staffing and Sustainability	The goals of the 23-24 LCAP and SPSA for Valley allowed for the addition of two new staff members, an absenteeism and wellness counselor and an ELA/Math support teacher. The	According to the 23-24 SPSA, 3% of students tested at grade level in Math and 9% in ELA. The second LCAP goal for the district is to increase standardized test scores. The 23-24 SPSA also shows

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	Community Schools grant allowed for the hiring of a Community School Site Specialist. Teacher turn-over is a major challenge at Valley Alternative. The district's issues with lowering enrollment and temporary contracts have compounded the turn-over rate. Despite these issues, the staff and leadership teams on campus are highly involved and committed to the goals of the school for both academics, school climate, and student engagement. According to the 23-24 CHKS survey, 51% of students agree/strongly agree that they feel a sense of connectedness to the school. According to the LCAP, the overall average of student to school connectedness is 50%. The Community School Site Specialist position was created with the grant funding during the 23-24 school year, and the position was filled in September of 2024.	that Valley has a graduation rate of 73.2%. In the Community Schools Survey given to parents/ guardians, 66% of parents felt that their students needed more support outside of class in ELA and Math. With this data, the CSSS and Administrator hired two interventionists to work on campus in classrooms to provide further 1:1 instruction. The interventionists are college graduates who are on campus from 9-2, Monday - Friday. Plans for the 25-26 school year are to bring a mental health therapist onto campus. We are looking at using grant funds to create an in-school mentorship program.
Strategic Community Partnerships	The district has established MOUs with several mental health clinics in the area. Prior to the 24-25 school year, Care Solace was the main mental health provider to whom we referred students. For several years, Valley has partnered with Tilly's clothing brand non-profit organization that specializes in Social Emotional Learning classes. There is a facilitator who visits the campus every Thursday to complete SEL activities with our Leadership classes. Valley partners with the HLPUSD Adult school to offer students CTE classes. Valley also brings representatives from Mt. San Antonio Community College to campus throughout the school to present on the school's programs as well as help complete FAFSA forms and enroll in the community college.	This year Valley was able to hire a full-time absenteeism and wellness counselor. As of the 24-25 school year, this counselor and the CSSS have focused on referring students to mental health counseling with Pacific Clinics and Enki Family Health Care rather than Care Solace. The CSSS has been working with members of LACOE, the Department of Mental Health, as well as other clinics in order to have mental health counseling done on campus, although that has not yet been achieved. The CSSS worked with Pacific clinics to bring the RISE drug prevention and life skills program to Valley Alternative. The class meets once per week with our Leadership class.
Professional Learning	At the beginning of the school year, the district office sends out an email that lists all district sponsored professional development sessions and topics. The Valley administrators also send out a list of professional development and conference opportunities.	There were specific conferences and professional learning professional developments, conferences, and training sessions that specifically address the goals of the LCAP, SPSA, and CS goals. Those were the Restorative Justice conference and two separate Social Emotional Learning conferences. The CSSS also attends all LACOE professional development opportunities.
Centering Community Based Learning	There is a designated schedule for Professional Learning Community meetings. Faculty meetings are every Tuesday	The Ethnic Studies teacher attended an extensive YPAR professional development.

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	from 7:30-8:30 am, and at least one per month is scheduled for PLC time for teachers. Teachers are able to request the approval of a “work-day” that is a designated day in which they are able to work with a select group of teachers to plan for curriculum development. This year the school is working with Elevated Achievement Group, which is a consulting group to ensure literacy development across content areas.	School counselors attended a Restorative Justice conference in order to develop alternatives to suspension programs. The CSSS created a PLC group of teachers to create a more comprehensive Social Emotional Learning curriculum for the 25-26 school year. The CSSS is working with a group of volunteer teachers to start an in-school mentorship program for the 25-26 school year. There are certificated and classified staff members who are part of the Community Schools Site Advisory Committee who are able to give their advice and opinions on the needs of the school and community school goals.
Progress Monitoring and Possibility Thinking	The district LCAP and Valley SPSA report all pertinent data such as that regarding testing, graduation rates, student engagement, parent engagement, attendance, absenteeism, community engagement, and suspension data. The data is disaggregated by sub groups: low income, English learner, foster students, students with disabilities, and homeless. All CA dashboard data is also available in the Valley SPSA. All reports including all disaggregated data is available to the public and all stakeholders on the Valley website and the HLPUSD website. The data in these reports derive from test scores, grade reports, attendance reports, the LCAP surveys, and the CA Healthy Kids Survey. Valley also administers a universal screener completed by teachers to report on student engagement and wellbeing.	In addition to the data from the LCAP and the SPSA that inform the goals and assess the needs of the school, Valley also gave the Community Schools survey. The survey was administered to students, parents/ guardians, and teachers. However, the data for that survey was not disaggregated in the same detail by student group. Although a different survey was given to each group with directed questions specific to their needs.

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
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	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Educators	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Classified staff	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Students	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Family members	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)
Community members	• Yes • No	• Yes • No	• Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)	• 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.)?

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Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
Valley serves a highly diverse and vulnerable population, including students who are socioeconomically disadvantaged (90.5%), English Learners (27.6%), homeless youth (15.2%), students with disabilities (21%), and foster youth (1%). These groups are not only recognized in school data but also directly inform school priorities and actions. For example, the school's SPSA explicitly identifies the need for "Additional Targeted Support and Improvement (ATSI)" with strategies focused on addressing consistently high suspension rates among socioeconomically disadvantaged students. Multiple surveys are given to the various stakeholders each year, including the LCAP survey, the CA Healthy kids survey, and the universal screener. The results of the surveys are used to inform the data on the LCAP and SPSA report, which are available for all stakeholders on the district and school websites. VAS has an inclusive School Site Council that includes parent representation. Meetings are open to all stakeholders, and the school maintains an open-door policy for family engagement, ensuring accessibility for families who may not typically engage due to barriers such as work schedules or language. All students, including those from marginalized backgrounds, receive individualized learning plans reviewed quarterly. These plans help personalize support, monitor progress, and promote engagement across academic, behavioral, and social-emotional areas. Every student participates in a mandatory leadership course in their first quarter, focusing on social-emotional learning, study skills, and school community investment. These initiatives aim to increase school connectedness, especially for those traditionally underserved.	During the 2nd quarter of the school year, a Community School Site Specialist position was created to connect students and families with resources. This role has prioritized outreach to those experiencing homelessness, foster care, or other hardships, and has helped coordinate support services, including mental health resources and drug prevention programs. In addition to the annual surveys that we scheduled at the beginning of the year, Valley also administered the Community Schools survey. The survey reflected similar topics with similar answers to the LCAP survey. Separate surveys were given to students, parents/ guardians, and teachers. The results of the community schools survey aligned with the results of the LCAP and CA Healthy Kids survey in regards to the needs of the school. The main areas of need are mental health resources, reducing the rate of chronic absenteeism, and the need for extra academic support. Any student who is in-need of immediate resources such as food, clothing, or housing works with the CSSS and counselors to connect with the district Equity and Access Office. One of the major LCAP goals is for Valley to reduce its suspension rates. According to the 23-24 SPSA, the suspension rate for foster and Students with Disabilities (SWD). This year the counseling staff has been trained in restorative justice practices. The main cause for suspensions is drug use and/or possession. We have brought the Pacific Clinic RISE drug prevention program to campus. We also use the YVape through TUPE (tobacco use prevention education) program as an alternative to suspension for students caught using marijuana vapes on campus. We have used the Community Schools grant to hire two interventionists to work with teachers to give extra academic support to students who need it. We are currently considering the goals we have for the 25-26 school year, and what resources can address those goals and needs. Examples are investing in

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a comprehensive SEL plan, an in-school mentorship program, and we are currently talking with the School Based Intervention Team from Pacific Clinics about other resources to bring on campus through their services.

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.*

Goals	Rationale
1. Mental Health Resources A. By May of 2026, have a mental health therapist on campus. B. By May of 2025 streamline process for referring students to the currently available mental health services. C. Throughout 25-26 school year, continue to incorporate into classes outside resource programs that support social emotional learning and drug prevention.	An increase in mental health resources and connections to community mental health clinics is a strategy that will support multiple long-term goals, such as providing mental health counseling on-campus, improve chronic absenteeism, and reduce suspensions both through teaching behavior regulation and drug prevention. The 4th goal of the district Local Control and Accountability Plan (LCAP) is dedicated to the reduction of suspensions for Valley Alternative High School. According to the CA Dashboard data, the majority of at least 1-day suspensions are due to drug use on-campus. A secondary cause for suspension is fighting. Mental health counseling and peer counseling supported by the mental health counselors will work with students to address the underlying issues with substance abuse and behavior management. Currently there is a referral process to connect students to mental health counseling with clinics who have MOUs with the district, however, the intake and counseling are off-campus at the clinic location. Transportation and consistency become an issue when the parent/ guardians must ensure the student attends the counseling sessions. According to the Needs Assessment Survey given by the Community School Site

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	Specialist to the parents/guardians, students, and staff, a majority of each group, especially the parents (75%) and staff (100%), believe that mental health counseling is needed on the school site.
2. Academic Support A. By May of 2025 hire two academic interventionists to work in classrooms on campus. B. Continue to work with outside tutoring agencies contracted by the district. C. By May 2026 see a rise in Map Growth scores and CAASPP ELA and Math scores a. Raise Math scores by 3% b. Raise ELA scores by 1.3%	The second goal of the 23-24 LCAP for the district is for all K-12 students including EL and foster youth to meet or exceed performance standards. This goal aligns with the ELA and Math goals of the Valley Alternative High School, School Plan for Student Achievement (SPSA). The Valley SPSA notes that according to testing data from the interim assessment MAP, ELPAC, and state CAASPP scores, students need to improve in order to meet all grade appropriate standards in ELA and Math. The testing data indicates that the majority of students are not meeting or exceeding the standards for their grade level on Map tests. According to the 25-26 SPSA, 9% of students are at standard in ELA and 3% are at standard in Math. In reviews of credit deficiencies, Math and ELA are the majority of content areas in which students are in need. According to the Community School survey of parents/ guardians, 66% of parents/ guardians responded that their child needed extra support in ELA and Math. While the district has a contract with Think Together tutoring, there have been issues with availability, as the tutors are here in the morning at a time at which few students are on campus. In addition to the data from testing and credit deficiencies, students who are chronically absent have difficulty catching up on class work independently. Additional academic support would not only help a student but would assist teachers who do not have the capacity to explicitly instruct chronically absent students on past assignments, while also instructing students in class.
3. Chronic Absenteeism A. By May of 2026 raise attendance rate by 3%. Overarching goal is to raise attendance to pre-pandemic levels.	According to the 24-25 SPSA for Valley Alternative, 58.7% of students are considered to be chronically absent students. The greatest subcategory being foster students with a rate of 70% being considered chronically absent students. According to the 24-25 LCAP the district chronic absenteeism rate was 24.4%.

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- B. Continue to implement positive reinforcement strategies including collective school goals and weekly attendance prize winners.
- C. Mental health therapy on campus will address the mental health issues with chronically absent students.
- D. By May 2026 have established an in-school mentorship program to pair specific teachers with chronically absent students.

As of the 24-25 school year, Valley used Multiplier funds to hire an absenteeism and wellness counselor. This counselor communicates with the parents/ guardians of chronically absent students and students themselves to investigate the causes of the absences. From this process, the most common reasons for chronic absenteeism is mental health and apathy.

Metrics & Actions: The following outlines the details of how these goals will be measured and achieved.

Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Mental Health Resources Measurement of effectiveness for on site mental health counseling: 1. Absenteeism data 2. Suspension and referral data 3. Universal Screener data 4. Healthy Kids Survey data	Absenteeism data through Aeries Analytics: Aeries attendance report (mental health code)- percentage of student absenteeism and reasons given for absences Suspension data: CA Dashboard, SPSA, and LCAP Referral data: analyze the reasons for the behavior that causes referrals to administrators or counselors Universal Screener: analyze universal screener data, specifically focusing on observations on mental health of students, especially those showing signs of depression, anxiety,	Absenteeism data: According to the absenteeism/ wellness counselor, the top 2 reasons for absences given by parents are mental health and apathy (doesn't want to come to school). For the 23-24 school year the attendance rate was 81.04%. Pre-Pandemic attendance rate for the 18-19 school year was 88.04%. Suspension/ referral data data: 2023 suspension rate for Valley: 18.3% Referrals for the year of 2023-24: 52 CHKS: 40% of students report feeling of connectedness at Valley Alternative	1. Having an on-campus therapist to see students regardless of insurance coverage 2. Reduction in suspension rate: LCAP Goal is 10.3% by 2026 3. Improvement in attendance rate and reduction in absences due to mental health issues 4. Reduction in referrals out of class for behavior issues

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	isolation, or peer rejection		
	CA Healthy Kids Survey (CHKS): Review survey results to track improvement in school climate and student engagement		

Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Partner with local mental health clinics to bring resources onto campus.	Currently Valley partners with Pacific Clinics to have the RISE anti drug program present to the Leadership classes each Tuesday. Valley refers students to mental health clinics for therapy services: Pacific Clinics, Enki, and Foothill mental health clinics.	Community School Site Specialist (CSSS) Absenteeism and Wellness Counselor	August - June 2025- 26
Create a comprehensive Social Emotional Learning plan for the campus.	CSSS working in conjunction with classroom teachers create a comprehensive SEL plan that incorporates SEL lessons into the academic curriculum. This plan will be organized in a manner to be maintained and enacted each quarter every year forward.	School Administrators CSSS Teachers (on a volunteer basis)	(Quarter 2) October - June 2025-26
Continue to implement alternatives to suspension programs.	Current alternative to suspensions are peer court and participation in the programs, YVAPE and TUPE. In addition, Valley counselors and teachers are being trained in Restorative Justice practices. Valley will continue to implement	School Administrators Teachers Behavioral and Academic Counselors	August 2025- June 2026

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	these strategies with consistency. For next year, Valley is working with mental health clinics to develop further methods of alternatives to suspensions.		
MTSS Team review Universal Screener data, CHKS data	The Multi-tiered System of Support (MTSS) Team consists of Valley administrators, counselors, psychologist, and school site specialist. The Team meets at minimum twice per month to review all data: testing data, universal screener, CHKS, LCAP data, etc. The MTSS team identifies individual students who need additional resources. The MTSS structure and process is currently being reorganized to redefine a comprehensive plan for interventions of each tier. The Community Schools resources are part of the restructuring. The new MTSS model both academic and behavioral will be implemented next school year.	Administrators Counselors Psychologist CSSS	October 2025- June 2026

Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Academic Support Measurement of effectiveness of Academic Support and Intervention:	Testing Data: CAASPP scores (on Aeries), NWEA Map Scores, ELPAC Scores (on Aeries)	Interventionists: For the 24-25 school year, Valley had 3 instructional aides in the classroom. For the 24-25 school year, Valley	1. Have 2 interventionists on campus from 9-2pm. The interventionist went through an onboarding process with a credentialed ELA instructor, who

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1. Hire interventionists to work in classrooms 1:1 with struggling students or chronically absent students 2. Teachers requesting the presence of the interventionist 3. Rise in the grades and credit acquisition of chronically absent students 4. Relationship mapping and campus-mentorship program	Aeries Grades/ Gradebook Reports: A rise in the grades and credit acquisition as well as a reduction in missing work from students who work with the interventionist. Google Docs- Teachers requests/ Feedback: Teachers have a form on which to request the presence of the interventionist. A high number of teachers requesting the presence of the interventionist would show effectiveness.	has a full time certificated Math/ ELA teacher. Credits and grade acquisition: Quarter 1 of 24-25 school year Valley has an average 20.8% failure rate for students. Quarter 2 had a 21% failure rate. At Valley, as of January of 2025, 56% of students were on-track to graduate on time.	instructed them in the role expectations, intervention strategies, and campus curriculum. 2. Teachers sign-up for the interventionist to work with students in the classroom, either 1:1 or small groups. 3. By May of 2026 see a rise in the grades and credit acquisition of low achieving and chronically absent students. 4. By Quarter 2 of 2025-26 school year conduct relationship mapping with faculty and create an in-school mentorship program that pairs teachers with specifically targeted student with low attendance and low credit acquisition rates
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Strategies, Actions, Task	Description	Personnel Responsible	Timeline
MTSS Team continues to refine the process with consistency of using all academic data: Testing scores, grade, and credit acquisition rates to identify students who need intervention.	The Team meets weekly to review data on individual students and assign the tiered support appropriate for that student's needs, including 1:1 mental health counseling, placement in an academic intervention course, or 1:1 academic counseling.	Administrators Counselors CSSS Psychologist	August- June 2026
Hire academic interventionists to assist classroom teachers.	Valley hired 2 academic interventionists. Teachers are able	Administrators CSSS	March 2025- June 2026

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	to request the presence of one or both counselors to work with students who need 1:1 or small group instruction. These interventionists will be able to help students who are chronically absent to catch-up on student work.	Teachers Interventionists	
Relationship Mapping and In-school mentorship program	Faculty meet and map the student population to identify those who have high rate of absences and low credit acquisition rates and need a 1:1 connection with a teacher on campus. Teachers volunteer to become mentors to 2-3 students who they dedicate a certain amount of time per week to meeting and mentoring those students. The goal is to improve the attendance and grades of students chosen for mentorship.	Administrators Teachers	October 2025- June 2026

Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	Desired Outcome
Absenteeism Measures of effectiveness for resources to reduce absenteeism rates. - Extrinsic reward system for attendance - Lunch time activities, games, prizes	Absenteeism: Aeries analytics reports Reports generated by the absenteeism/ wellness counselor based on parent/ guardian interaction, including attendance notes and absences codes	23-24 SPSA: 58% of students are considered “chronically absent” 23-24 LCAP: Attendance rate for Valley 81.04%	LCAP Goal: by 2026 valley attendance rate up to 86.17% - Throughout the 25-26 school year, continue the reward system for attendance and attendance growth. 25-26 school year have at least 1 lunch time activity per week

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3. Collective goals for reduction in absenteeism			4. 2025-26 collective school goal of attendance activity day
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Strategies, Actions, Task	Description	Personnel Responsible	Timeline
Continue to create reward systems for attendance	Identify students with a high attendance rate and students who have shown positive growth in their attendance. Continue the weekly reward system for those students.	Counselors CSSS	October 2024- June 2026
Continue the Friday lunchtime activities to encourage student attendance.	Throughout the school year, counselors, the CSSS, and teachers are created and participate in activities at lunch including Loteria, nachos, scavenger hunts, etc.	Counselors CSSS Teachers	August 2025- June 2026
Create collective goals for school attendance	Hold a school competition to earn a schoolwide celebration or reward for raising the attendance rate for the entire school by a certain percentage point value.	Administrators CSSS Counselors	August 2025- June 2026

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 2023- 2024 school year
 - Check the box in column D if training or professional development in that area occurred during the 2023- 2024 school year

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- o Check the box in column E if you expanded your capacity to offer the support during the 2023- 2024 school year
- o Check the box in column F if you are currently collecting data and tracking improvement for a support.

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)	No					
Mental health Screening and Services	Yes	X	X		X	X
Nutrition Services and Support	No					
Academic Support (tutoring, specialist, etc.)	Yes		X		X	X
Counseling Center	No					
Multi-Tiered System of Support	Yes	X	X	X	X	X
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	No					

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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	Yes	X		X	X	X
Parent Leadership Development and Opportunities	Yes	X	X			
Student Leadership Development and Opportunities	No					
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	X			X	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	No					
Home Visits	No					

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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
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	X			X	X
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	No					
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	X	X	X	X	X
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	No					
Community-Based Curriculum and Pedagogy	No					
Personalized Learning Plans	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					

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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
Advisory System (advisor roles, classes, curriculum, etc.)	Yes				X	
Insert additional rows to include your local supports, practices, etc.						