

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 22-23	SY 23-24	SY 25-26
Graduation Rate	91.0%	93.8%	92.4 %
Dropout Rate	2.9%	2.3%	0.6%
Chronic Absenteeism Rate	24.3%	24.3%	23%
Suspension Rate	4.8%	4.22%	3.98%
Expulsion Rate	0.22%	0.12%	0.13%
College Going Rate (CGR)	28%	22%	18%
A-G Completion Rate	35.1%	35.1%	36%

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><u>Student Engagement</u> at William Workman High School is in the engagement phase for the 2025-2026 academic year. WOHS utilized democratic efforts such as surveys, active listening, active communication, and brainstorming techniques to gauge interest and commitment to the community school process at WOHS.</p> <p>WOHS conducted the 2025-2026 Community Schools Survey online, in which 75 % of 9th-12th grade students (509 out of 681 students) participated. The online survey was conducted during English classes in November 2025 and December 2025. Student participation rate increased in 2025-2026 compared to the 2024-2025 academic year. In 2024-2025, 2.3 % of students (15 out of 681 students) participated in the Community Schools Survey. Therefore, the Community Schools Survey supported WOHS in reaching the 75%-100% stakeholder threshold and contributed to the growth and efforts towards transitioning to the Engagement Phase within the area of Student Engagement. Thus, the Community Schools Survey informed the development of the 2026-2027 implementation plan.</p>

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However, to continue to achieve a 75% and above stakeholder threshold, WOHS will develop and administer an online and paper version of the Community Schools Survey for students during the 2026-2027 academic year. Online and paper format versions of the 2026-2027 Community Schools Survey for students will be conducted during English classes between November 2026 and December 2026. Having the survey available in paper version will help to eliminate any technology limitations that students may encounter. Additionally, WOHS will develop and administer a bilingual version in English and Spanish of the Community Schools Survey for students during the 2026-2027 academic year. Having an English and Spanish version of the Community Schools Survey will increase student participation and inclusivity for students whose native language and fluency is Spanish.

WOHS conducted the 2025-2026 California Healthy Kids Survey (CHKS) online to 9th (187 students) and 11th (167 students) grade students. The CHKS Survey results are as follows:

- 61% of 9th-grade WOHS students feel safe or very safe at school.
- 65% of 11th-grade WOHS students feel safe or very safe at school.
- 48 % of 9th- grade WOHS students feel connected to school.
- 48 % of 11th- grade WOHS students feel connected to school.

The CHKS Survey supported WOHS in reaching the 75%-100% stakeholder threshold. Additionally, the CHKS Survey contributed to the growth and efforts towards transitioning to the Engagement Phase within the area of Student Engagement. Thus, the CHKS Survey informed the development of the 2026-2027 Community Schools Implementation Plan.

Moreover, during the 2025- 2026 academic year, Student Engagement efforts included the Community Schools Survey California and Healthy Kids Survey (CHKS) for students, as well as meetings for the School Site Council and WOHS Community Schools Advisory Council. School Site Council (SSC) meetings were conducted 1x a month in September, October, January, February, March, and April. Community Schools Advisory Council meetings were conducted 1x in September, October, November, December, March, April, and May. Sign-in sheets for meetings were utilized to account for student participation and attendance. Students from marginalized and excluded populations (Students with Disabilities, English Learners, McKinney Vento, Foster Youth, and Socioeconomically Disadvantaged) participated and engaged in the interest and commitment to the community school process at WOHS.

Family Engagement

Family Engagement at William Workman High School is in the visioning phase for the 2025-2026 academic year. WOHS used democratic methods, including surveys, active listening, active communication, and brainstorming, to gauge interest and commitment to the community school process at WOHS.

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WOHS conducted the 2025-2026 Community Schools Survey online for family members during the month of December 2026, in which 14 % (93 out of 681 family members) of family members participated. The Community Schools Survey for family members was promoted via Parent Square, WOHS Instagram Profile, WOHS Counseling Department Instagram Profile, WOHS Renaissance Instagram Profile, WOHS ASB Instagram Profile, Canvas, and English classes during the month of December 2026. The online survey was bilingual in English and Spanish. Family member participation rate increased in 2025-2026 compared to the 2024-2025 academic year. In 2024-2025, 2 % of family members (13 out of 687 family members) participated in the online Community Schools Survey. Although WOHS demonstrated growth, WOHS did not reach the 75%-100% stakeholder threshold and will continue efforts towards transitioning to the Engagement Phase within the area of Family Engagement. Most significantly, the Community Schools Survey for family members informed and contributed to the development of the 2026-2027 Community Schools Implementation Plan.

However, to achieve a 75 %-100 % stakeholder threshold, WOHS will develop and administer an online and paper version of the Community Schools Survey for families during the 2026-2027 academic year. The online and paper Community Schools Survey for families will be administered during Summer Business Days within the month of July 2026. Administering the survey to families during Summer Business Days will support increasing family member participation. In addition, having the survey available in paper format will help to eliminate any technology limitations that families may encounter.

During the 2025-2026 academic year, Family engagement efforts included the following monthly meetings: Coffee with the Principal and Community Schools Update. WOHS Community Schools Advisory Council meetings were conducted 1x in September, October, November, December, March, April, and May. School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings were conducted 1x a month during September, October, January, February, March, and April. In addition, an LCAP focus group was conducted during the month of February. Additionally, an ELAC and SSC focus group was conducted during the month of April. Sign-in sheets for meetings were utilized to account for family member participation and attendance. Moreover, families from marginalized and excluded populations (students with Disabilities, English Learners, McKinney Vento, Foster Youth, and Socioeconomically Disadvantaged) participated and engaged in the interest and commitment to the community school process at WOHS.

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Staff Engagement

Staff Engagement at William Workman High School is in the visioning phase for the 2025-2026 academic year. WOHS utilized democratic efforts such as surveys, active listening, active communication, and brainstorming techniques to gauge interest and commitment to the community school process at WOHS.

WOHS conducted the 2025-2026 Community Schools Survey online for staff members in November 2025 and December 2025, with 51 % (61 out 120) of staff members participating. The Community Schools Survey for staff was promoted via HLPUSD e-mail and a staff meeting. Staff member participation rate increased in 2025-2026 compared to the 2024-2025 academic year. In 2024-2025, 37 staff members participated in the Community Schools Survey.

Foremost, the Community School Survey for staff indicated that 48.3% of staff reported, “Yes, they have heard about WOHS practicing collaborative leadership among staff, families, and community partners, but they have not been involved”. Secondly, the Community School Survey for staff revealed that 60 % of staff reported that WOHS is “somewhat effective in efforts to collaborate, but they could be strengthened for practicing collaborative leadership among staff, families, and community partners”. Third, the Community School Survey for staff reported that 55.7% of staff feel that WOHS is “somewhat effective at identifying and responding to the needs of families in the school community, and the school tries to support families, but there’s room for improvement”.

Although WOHS demonstrated growth, WOHS did not reach the 75%-100% stakeholder threshold and will continue efforts to move towards the Engagement Phase within the area of staff engagement. However, to achieve a 75 %-100 % stakeholder threshold, WOHS will continue to explore methods to increase staff participation. WOHS will consider administering the staff survey during staff meetings and/or by conducting focus groups during designated staff department meetings.

Moreover, additional Staff Engagement efforts included the following meetings: School Site Council and WOHS Community Schools Advisory Council. School Site Council (SSC) meetings were conducted 1x in September, October, January, February, March, and April. Community Schools Advisory Council meetings were conducted 1x a month in September, October, November, December, March, April, and May. Sign-in sheets for meetings were utilized to account for staff member participation and attendance.

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Community Engagement

Community Engagement at William Workman High School is in the visioning phase for the 2025-2026 academic year. WOHS has not incorporated efforts to reach the 75%-100% stakeholder threshold.

WOHS did not collect participants' or partners' feedback for 2025-2026. WOHS seeks to make efforts to move towards the Engagement Phase within the area of community engagement. For the future, WOHS will utilize online and paper surveys to obtain feedback to gauge interest and commitment to the community school process at WOHS within the area of Community Engagement. As well as invite and include community partners and participants to attend and participate in WOHS's Community Schools Advisory Council meetings.

During the 2025-2026 academic year, WOHS utilized sign-in sheets to account for participants who received or participated in services or resources with community partners. WOHS will continue to utilize sign-in sheets to account for participation and attendance.

For the 2025-2026 academic year, WOHS established partnerships with the following community partners during the 2025-2026 academic year: WECAN, Mt. San Antonio College, College Access Plan, Workman Quad Schools, HLPUSD Student and Family Services- TUPE Program, Moving Mindz, Greater Los Angeles Math Council, Los Angeles County Public Health-Peer Advocates, Shakeys, Carl's Jr., Menchis, United States Marine Corps, Los Angeles County Sheriff's Department, City of La Puente, Hilda Solis, Feed the Children, God's Pantry, Social Work Practicum Education Programs- Azusa Pacific University and Cal State Fullerton, School Counseling Practicum Education Programs- La Verne University, and Whittier College.

The community partners identified above play a critical role in supporting the needs of WOHS students and families. These partnerships provide sustainable, coordinated services and resources that align with needs identified through surveys and data analysis, and ongoing stakeholder feedback. Community partners support WOHS through a range of services, including direct student and family support, fundraising, workshops, schoolwide events, enrichment activities, and community service opportunities. Through these collaborations, WOHS has increased equitable and sustainable access to resources and services while strengthening meaningful connections between the school site and the Los Angeles County-East San Gabriel Valley community.

Capacity-Building Strategies

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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	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Shared Understanding and Commitment</u> . WOHS is engaging students, families, and staff through community forums to begin learning about the needs and assets of the WOHS community and to develop a shared understanding of community schools. WOHS utilized democratic efforts such as surveys, active listening, active communication, and brainstorming techniques to gauge interest and commitment to the community school process at WOHS. WOHS is engaging students, families, and staff through community forums to begin learning about the needs and assets of the WOHS community and to develop a shared understanding of community schools. WOHS utilized democratic efforts such as surveys, active listening, active communication, and brainstorming techniques to gauge interest and commitment to the community school process at WOHS. In addition, WOHS has developed a plan and assessment tool for conducting a Needs and Assets Assessment that intensely engages students, families, and staff. Additionally, WOHS developed a specific strategy to reach and involve historically and presently marginalized and excluded students and families.	According to the Capacity-Building Progress Gauge, WOHS is in the <u>engagement</u> phase of growth and development for the Capacity Building Strategy of <u>Shared Understanding and Commitment</u> . Most members of the community are aware of and share an understanding of the strategy. New and existing leaders and advocates are identified within the community. This capacity is an area of growth for WOHS.
Collective Priorities: Setting Goals and Taking Action	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Collective Priorities: Setting Goals and Taking Action</u> . WOHS is aiming at enhancing deep engagement with families and students by	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Collective Priorities: Setting Goals and Taking Action</u> .

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	<p>conducting the CS Needs and Assets Assessment Survey. By utilizing the results of the CS Needs and Assets Assessment Survey, WOHS aims to develop shared goals and create an action plan with concrete steps that are data-informed which are specified within the annual CS Implementation Plan.</p> <p>The CS Needs and Assets Assessment Survey incorporates questions that collect data regarding engagement, the school's community vision, and reflect an asset lens. The survey 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>WOHS via shared governance structures developed a plan for a deep needs and assets assessment that reaches most students, staff, and families through focus groups, surveys, meetings, and other methods. The questions developed for engagement and data gathering reflect an asset lens. They do not simply ask what interest-holders "need," but rather ask what their vision is for WOHS and its community. In the needs and assets plan, WOHS explored critical access to a range of supports and services. In the needs and assets assessment plan, WOHS explicitly identifies those who are the hardest to reach, marginalized/excluded students and families, and develops strategies. This capacity is an area of growth for WOHS.</p>
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Collaborative Leadership	<p>WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Collaborative Leadership</u>.</p> <p>WOHS is aiming at building relationships to identify current and potential students, staff, family and community leaders who could serve on emerging and evolving community school leadership teams. WOHS aims to ensure diverse representation that is reflective of the school community when identifying and recruiting leaders.</p> <p>WOHS is utilizing an asset-based lens towards students, families, and the community, and is taking steps to deepen relational trust between those interest-holders and staff. WOHS is shifting away from one-directional engagement of families towards a model where students and families feel like they have a voice in the direction of WOHS.</p> <p>WOHS is aiming at establishing regular, transparent, and open communication between site administrators, educators, students, and family leaders, key community partners, and the community schools site specialist to nurture collaborative leadership. WOHS is aiming to build an equal community partnership, through trust and dedicated check-ins, that maximizes respective roles and strengths to act on and operationalizes the changes that interest-holders seek to see.</p>	<p>According to the Capacity-Building Progress Gauge, WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Collaborative Leadership</u>. WOHS has built relationships to identify current and potential students, staff, family and community leaders who could serve on emerging community school leadership teams. Leadership identification and recruitment is especially focused on historically excluding students, family and community groups to ensure diverse representation reflective of the school community. WOHS has developed a process for analyzing its current leadership model and decision-making structures with the goal of establishing a more “flat” and democratic governance structure. WOHS has created a space to not only re-tool existing structures, but also to envision new governance structures rooted in equity and shared power. This capacity is an area of growth for WOHS.</p>
Coherence: Policy and Initiative Alignment	<p>WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Coherence: Policy and Initiative Alignment</u>. WOHS integrated the CS Four Pillars (Integrated Supports, Family Engagement, Expanded Learning, Collaborative Leadership) and aligned the SPSA to create the CS Implementation Plan to establish a cohesive</p>	<p>WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Coherence: Policy and Initiative Alignment</u>. WOHS map programs, personnel, and other assets that already exist at the school and district-level that connect to or overlap with the community school strategy. WOHS’s shared leadership structure develops an initial community school</p>

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	vision that incorporates data to ensure all efforts work together for student success, creating coherence and shared decision-making.	implementation plan and a needs and assets assessment plan. This capacity is an area of growth for WOHS.
Staffing and Sustainability	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Staffing and Sustainability</u> . WOHS has made efforts to outline an initial sustainability plan using the implementation plan to ensure that everything at WOHS is developing is sustainable.	According to the Capacity-Building Progress Gauge, WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Staffing and Sustainability</u> for the 2026-2027 academic year. With support from the LEA, HLPUSD developed a job description for a community school site specialist and coordinator who builds the capacity of the school to facilitate the community school strategy/process. This capacity is an area of growth for WOHS.
Strategic Community Partnerships	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Strategic Community Partnerships</u> . WOHS has created a comprehensive resource directory for students, staff, families, and community members to use that includes both existing and potential partners within the school and surrounding community.	According to the Capacity-Building Progress Gauge, WOHS is in the <u>engaging</u> phase of growth and development for the Capacity Building Strategy of <u>Strategic Community Partnerships</u> . WOHS connects with potential partners through one-on-one conversations. WOHS and potential partners explore how both parties could contribute to and benefit from the community school process, exploring alignment to needs identified in needs and assets assessment. This capacity is an area of growth for WOHS.
Professional Learning	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Professional Learning</u> . WOHS has formed a core team -WOHS CS Advisory Council	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Professional Learning</u> . WOHS will be exploring this strategy by conducting an inventory of

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	<p>that includes students, family members, staff, community members, and administration. Within the WOHS CS Advisory Council, the CS Pillars have been defined, and its framework has guided discussions and shared decision-making. WOHS has made efforts to bring students, family members, and staff together to define Community Schools shared goals through the development and employment of the 24-25 CS Implementation plan. The WOHS CS Advisory Council has created a safe space to foster open dialogue where everyone feels safe to share ideas and areas of growth (a core PLC element).</p> <p>In addition, WOHS is aiming at identifying collective priorities through the CS Needs and Assets Assessment Survey which aids at listening to all voices. WOHS employed surveys to understand goals and challenges of students, families, and staff. The survey results provide qualitative and quantitative input as well as pinpoints gaps by identifying the areas where current practices are not meeting collective needs.</p>	<p>current professional learning systems and offerings and developing a plan led by educators to align professional learning to the community school strategy and strengthen professional learning in areas where gaps exist. This capacity is an area of growth for WOHS.</p>
Centering Community Based Learning	<p>WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Centering Community Based Learning</u>.</p> <p>WOHS is aiming to invest in learning about students, the community, and their wealth of knowledge to inform instructional goals and curriculum. Relationship-building home visits, community tours, and other engagement activities will be used by administrators and leaders to better understand the community.</p>	<p>According to the Capacity-Building Progress Gauge, WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Centering Community Based Learning</u>. WOHS will be exploring this strategy with school-site educators. This capacity is an area of growth for WOHS.</p>

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	By conducting the CS Needs and Assets Assessment Survey and utilizing the results, WOHS aims to ensure that educators at WOHS have the resources needed to create supportive, student-centered learning environments that serve the whole child, including training and support in restorative justice and positive behavior practices, social emotional learning, and culturally sustaining pedagogy and classroom practices.	
Progress Monitoring and Possibility Thinking	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Progress Monitoring and Possibility Thinking</u> . WOHS has analyzed and applied real-time data. Using sources such as CHKS, WOHS Community Schools Needs & Assets Assessment Survey, California Dashboard, SARC, attendance records, grades, Aeries data, etc., WOHS has been able to track what is effective, identify gaps, and make timely adjustments. Real time data supports informed decision-making, promotes equity, and strengthens the CS implementation plan by aligning actions with student and family needs.	WOHS is in the <u>visioning</u> phase of growth and development for the Capacity Building Strategy of <u>Progress Monitoring and Possibility Thinking</u> . WOHS has developed a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), CA Dashboard, and other data sources that the school is currently collecting. Indicators for this portfolio are selected in partnership with LEA (outlined in LEA evaluation plan) and aligned to CCSPP success indicators and reporting requirements. CCSPP school-level outcomes measures include Attendance rates, Chronic absenteeism rates, High school dropout rates, Proficiency scores (ELA/Math), High School graduation rates, suspension/expulsion rates, and School climate. This capacity is an area of growth for WOHS.

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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 • Other: (Write in) 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in)

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members	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • One-on-one interviews • Focus groups • Visioning exercises • Meetings and forums • Other: (Write in) 	<ul style="list-style-type: none"> • 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 (To be completed at the end of the year)
<p>WOHS has worked to engage historically marginalized student and family groups by providing multiple avenues for input and ensuring language accessibility where possible.</p> <p>Students from marginalized and excluded populations (Students with Disabilities, English Learners, McKinney Vento, Foster Youth, and Socioeconomically Disadvantaged) participated and engaged in the interest and commitment to the community school process at WOHS. During the fall of the 2025- 2026 academic year, the needs and assets assessment process for students included the California Healthy Kids Survey (CHKS) and the Community Schools Survey for students, as well as meetings for School Site Council and WOHS Community Schools Advisory Council. School Site Council (SSC) meetings were conducted 1x a month in September and October. Community Schools Advisory Council meetings were conducted 1x in September, October, November, and December. Sign-in sheets for meetings were utilized to account for student participation and attendance.</p>	<p>During the Spring of the 2025- 2026 academic year, students from marginalized and excluded populations (Students with Disabilities, English Learners, McKinney Vento, Foster Youth, and Socioeconomically Disadvantaged) participated and engaged in the interest and commitment to the community school process at WOHS. The needs and assets assessment process for students included meetings for School Site Council and WOHS Community Schools Advisory Council. School Site Council (SSC) meetings were conducted 1x a month in January, February, March, and April. Community Schools Advisory Council meetings were conducted 1x in March, April, and May. Sign-in sheets for meetings were utilized to account for student participation and attendance.</p> <p>Further, during the Spring of the 2025- 2026 academic year, families from marginalized and excluded populations (students with Disabilities, English Learners, McKinney Vento, Foster Youth, and Socioeconomically Disadvantaged) participated and engaged in the interest and commitment to</p>

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Moreover, WOHS conducted the 2025-2026 California Healthy Kids Survey (CHKS) online to 9th and 11th-grade students. The student participation rate for 9th -grade was 187 students and 11th-grade was 167 students. WOHS conducted the 2025-2026 Community Schools Survey online, in which 75 % of 9th-12th grade students (509 out of 681 students) participated. Student participation rate increased in 2025-2026 compared to the 2024-2025 academic year. In 2024-2025, 2.3 % of students (15 out of 681 students) participated in the Community Schools Survey. Therefore, the CHKS Survey and Community Schools Survey supported WOHS in reaching the 75%-100% stakeholder threshold.

Further, families from marginalized and excluded populations (students with Disabilities, English Learners, McKinney Vento, Foster Youth, and Socioeconomically Disadvantaged) participated and engaged in the interest and commitment to the community school process at WOHS. During the fall of the 2025- 2026 academic year, the needs and assets assessment process for family members included the following monthly meetings: Coffee with the Principal and Community Schools Update. WOHS Community Schools Advisory Council meetings were conducted 1x in September, October, November and December. School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings were conducted 1x a month during September and October. Sign-in sheets for meetings were utilized to account for family member participation and attendance.

Furthermore, WOHS conducted the 2025-2026 Community Schools Survey online for family members during the month of December 2026, in which 14 % (93 out of 681 family members) of family members participated. Family member participation rate increased in 2025-2026 compared to the 2024-2025 academic year. In 2024-2025, 2 % of family members (13 out of 687 family members) participated in the online Community Schools Survey. Although WOHS demonstrated growth, WOHS did not reach the 75%-100% stakeholder threshold.

the community school process at WOHS. The needs and assets assessment process for family members included the following monthly meetings: Coffee with the Principal and Community Schools Update. WOHS Community Schools Advisory Council meetings were conducted 1x in March, April, and May. School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings were conducted 1x a month during January, February, March, and April. In addition, an LCAP focus group was conducted during the month of February. Additionally, an ELAC and SSC focus group was conducted during the month of April. Sign-in sheets for meetings were utilized to account for family member participation and attendance.

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Overall, family surveys were made available in English, Spanish, to reach a broader audience, recognizing the linguistic diversity within the community. However, translation was primarily done using Google Translate, which may have resulted in inaccuracies or lack of cultural nuance. However, while families had access to these translated surveys, students did not have the same level of language support—the student survey was only available in English, which limited participation from English learners and newcomers. There were also notable limitations in the format and accessibility of the surveys. Both family and student surveys were primarily distributed digitally, which posed challenges for families without access to digital devices, reliable internet, or those with limited digital literacy. While a paper option was provided for students, this was not extended to families, further restricting engagement for those who prefer or require non-digital formats. These barriers highlight the need for more inclusive strategies moving forward to ensure equitable participation from all historically marginalized groups.

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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 on-site/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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Goal 2: Increase Family and Community Engagement

- 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.).
- 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.
- C. By 2026, establish and facilitate the LOBO Community Center.
- D. By 2026, coordinate, establish, and facilitate the volunteer program on site.
- E. By 2026, consult, collaborate, and establish a Lobo Alumni Team.

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.

- 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

Goal 3: Increase Student Academic Outcomes

- A. By 2026, collaborate, consult, and coordinate events on site to promote culturally responsive learning practices to increase student academic outcomes.
- B. By 2026, enhance and strengthen tutoring programs to equitably support marginalized students.
- C. Increase access to student lead clubs to promote student engagement, belonging, and leadership.

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.

- 38 % of staff reported needed activities or initiatives that enhance student learning and development, including family involvement.
- Aligns with SPSA Goal for ELA/MATH/ELL

Measuring and Reporting Results

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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.	75 % of students participated in the CS Survey	78% of 9 th grade through 12 th grade students participate in CS Survey
2 additional community partners	Number of active partnerships (MOUs, Agreements)	Baseline data demonstrates WOHS has 4 active partnerships (MOUs)	14 % of family members participated in CS Survey	75% of family members participate in the CS Survey
Number of students and families referred	Number of student/family referrals for each services/resource	Baseline data to be determined	51 % of school staff participated in CS Survey	75% of school staff participate in the CS Survey
Number of students that obtained information	Classroom sign-in sheets/Aeries attendance	Baseline data to be determined		

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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	75 % of students participated in the CS Survey	78% of 9 th grade through 12 th grade students participate in CS Survey
Participant attendance	Sign-in sheets/ attendance sheets	To be determined	14 % of family members participated in CS Survey	75% of family members participate in the CS Survey
Visitors Attendance	Sign-in sheets	To be determined	51 % of school staff participated in CS Survey	75% of school staff participate in the CS Survey
Participants applications	Number of participants applications/ approved applicants	To be determined		
Participants application	Number of participant applications	To be determined		

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

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Coordinate (1Fall / 1 Spring) Field Trips	Coordinate 1 Fall and 1 Spring Field Trip	-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 an onsite Volunteer Process and Program	Establish a clear and secure process for onsite volunteers. This process includes collaborating, consulting, following up with HLPUSD regarding application form, background checks, policy documentation, reference checks, and agreements.	-Community School Site Specialist (CSSS) -WOHS Administration Team -WOHS Staff Team	December 2025

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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
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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	75 % of students participated in the CS Survey	78% of 9 th grade through 12 th grade students participate in CS Survey
Student feedback with services	Google Survey	To be determined	14 % of family members participated in CS Survey	75% of family members participate in the CS Survey
Student enrollment in clubs	Club attendance sheets	To be determined	51 % of school staff participated in CS Survey	75% of school staff participate in the CS Survey

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

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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 implementation of the California Community Schools Partnership Program (CCSPP) grant has surfaced several significant challenges that impact the effectiveness and sustainability of the work. One of the most pressing issues is the lack of effective professional development provided by LACOE. While training is well-intended, it often remains broad and theoretical, without directly addressing the practical responsibilities of specialists, such as budget management and implementation plan development. Additionally, LACOE has not consistently provided clear, direct guidance or hands-on technical assistance to support the development and composition of the implementation plan and budget, resulting in confusing, duplicated efforts and increased time demands at the site level.

Another major challenge is the scope of the Community Schools Specialist role itself. Balancing oversight of the CCSPP budget, drafting and monitoring the implementation plan, and coordinating and implementing services, partnerships, and resources is demanding and difficult to sustain. These competing priorities often limit the specialist's capacity to deeply engage in relationship-building with students, families, and community partners—work that is foundational to an effective community schools model.

To address these challenges, the CS has relied on internal collaboration, peer networking with other community school practitioners, and self-directed learning to fill gaps in guidance and support. Requested extended timelines, shared responsibility models, and the prioritization of high-impact initiatives have also helped manage workload demands. However, additional support from LACOE would strengthen implementation. More targeted, role-specific professional development, clearer templates and examples for implementation plans, and ongoing, responsive technical assistance tailored to site realities would be highly beneficial. Increased clarity around expectations regarding the CS budget and implementation plan could further improve program effectiveness and sustainability across CCSPP sites.

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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.

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			
Mental health Screening and Services	Yes	X	X			
Nutrition Services and Support	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
Academic Support (tutoring, specialist, etc.)	Yes	X	X			
Counseling Center	N/A					
Multi-Tiered System of Support	N/A					
Coordination of Services Team (e.g., COST team)	N/A					
Before School (times/services)	N/A					
After School (times/services)	N/A					
Summer Programs	N/A					
During School (learning pathways, differentiated instruction, lab times, etc.)	N/A					
Teacher Leadership Development and Opportunities	N/A					

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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
Parent Leadership Development and Opportunities	N/A					
Student Leadership Development and Opportunities	Yes	X	X			
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)	Yes	X	X			
Home Visits	N/A					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	N/A					
PBIS or Other Schoolwide Positive Behavior Philosophy	N/A					

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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
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	YES	X	X			
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	X	X			
Project-Based Learning	N/A					
Culturally Sustaining Pedagogy	N/A					
Community-Based Curriculum and Pedagogy	N/A					
Personalized Learning Plans	N/A					
Performance Assessments (e.g., capstones, portfolios, etc.)	N/A					
Advisory System (advisor roles, classes, curriculum, etc.)	N/A					