

Lovonya DeJean Middle School

07 61796 6120885

Annual Implementation Plan 2025-26

The Annual Implementation Plan (AIP) describes how Community Schools (CS) teams and funding contribute to the accomplishment of goals defined in each site's SPSA, which describes the site's overall strategy for the year. The 2025-26 AIP includes four sections:

1. Defining the Community Schools Leadership Team (CSLT)
2. Responding to Community Priorities
3. Community Schools Support for SPSA Goals
4. 2025-26 Community Schools Goals

Site name:	Lovonya DeJean Middle School
Team members involved in developing this plan:	Athena Valdez Tshilumba Kabongo Action Collaborative

PART ONE: COMMUNITY SCHOOLS ACTION COLLABORATIVE

Community Schools are a collective effort. Who is on your site's Community Schools Action Collaborative?

Role	Yes, my school has this position in 2025-26	Name
Community School Director (CSD)	<input checked="" type="checkbox"/>	Tshilumba Kabongo
Unconditional Education Coach	<input type="checkbox"/>	
Principal/Administrator	<input checked="" type="checkbox"/>	Athena Valdez

Community School Teacher Lead (CSTL)	<input checked="" type="checkbox"/>	Mikeh George
Expanded Learning Coordinator	<input checked="" type="checkbox"/>	Daveena Medios (mid year hire, plan on having her on AC in Fall 25)
School Community Outreach Worker (SCOW)	<input type="checkbox"/>	
Wellness Center Coordinator	<input type="checkbox"/>	
Lead Agency Representative	<input type="checkbox"/>	
Parent Representative(s)	<input checked="" type="checkbox"/>	Dr. Robinson Ms. Nicole
Student Representative(s)	<input checked="" type="checkbox"/>	Mayerlin Banegas Samantha Padilla Mikayla Chatman Kamari Hudson
Other:	<input checked="" type="checkbox"/>	Diana Sanchez Anaya
Other:	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	

*Note that not all of these positions will be present at every school.

PART TWO: RESPONDING TO COMMUNITY PRIORITIES

Describe the main findings of your site's 2024-25 needs and assets assessment process, and what priorities your site has for the 2025-26 school year as a result of those findings. Your site's needs and assets process may have included empathy interviews, hopes & dreams, CHKS or Kelvin surveys, and other activities. (Include what sources you used for this information, where possible.)

In 2024-25, our Community Schools team engaged in a comprehensive needs and assets assessment process that included CHKS and Kelvin survey data, empathy interviews, staff input and student listening circles. Three priorities emerged: improving family engagement and attendance, strengthening student connectedness and school climate, and increasing academic achievement through more targeted supports.

Families expressed a desire for more meaningful involvement opportunities and clearer communication, especially in their home language. Students reported inconsistent feelings of

connectedness and limited access to caring adult relationships, with African American students disproportionately impacted by exclusionary discipline practices. Academic data revealed a significant number of students below grade level in ELA and Math, highlighting the need for strategic academic interventions and culturally responsive instruction.

In response, our 2025-26 SPSA goals center on:

1. Increasing family engagement and reducing chronic absenteeism
2. Fostering school connectedness and reducing discipline disproportionality
3. Raising the percentage of students meeting or exceeding academic benchmarks in both SBAC and iReady assessments.

Community Schools funding and coordination will continue to play a critical role in addressing these needs- by supporting events, partnerships, and interventions that directly reflect what our students and families have asked for.

PART THREE: COMMUNITY SCHOOLS SUPPORT FOR 2025-26 SPSA GOALS

To assist in aligning Community Schools goals with SPSAs, review this table, which identifies how each of the community school capacity building strategies (CBS) and whole child and family supports (WCFS) aligns with the District's LCAP goals:

Alignment of CS Strategies with WCCUSD LCAP/SPSA goals		
1. Authentic Engagement	2. Universal Systems & Structures	3. Relentless Attention to Achievement, Agency & Access
Shared Understanding, Commitment, and Priorities (CBS)	Collaborative Leadership and Practices (CBS & WCFS)	Positive and Restorative School Climate (WCFS)
Engaging Educational Partners (aka Community, Student, and Family Engagement) (WCFS)	Strategic Community Partnerships (CBS)	Integrated Student Supports and Services (WCFS)
	Sustaining Staff and Resources (CBS)	Expanded & Enriched Learning Time (WCFS)
		Centering Community-Based Learning (CBS & WCFS)

By aligning the goals in this way, site leaders will be able to better see how community schools goals and other District and site goals all work together to achieve student success. In addition, this alignment will support CS Directors and other site leaders in measuring and reporting progress in the Annual Performance Report (APR).

SPSA Goal Supports

Step 1. Copy your site's three SPSA goals into column 1. If your site has more than three SPSA goals, choose the three that are most closely aligned with community schools strategies and goals.

Step 2. Check which CCSPP strategies will be used in support of each SPSA goal in column 2.

Step 3. Check any of the CCSPP whole child and family supports that will be used in support of this goal in column 3.

	1. SPSA goal	2. Which CCSPP capacity building strategy will you leverage in support of this goal? (Check all that apply)	3. Which of the CCSPP whole child and family supports will be used to achieve this goal? (Check all that apply)
1	<p>By June 2026, 65% of families will report positive feelings about parental involvement as measured by the California Healthy Kids Parent Survey.</p> <p>By June 2026, the rate of chronic absenteeism will be below 25% and our average daily attendance will be above 90%.</p>	<input checked="" type="checkbox"/> Shared Understanding, Commitment, and Priorities	<input checked="" type="checkbox"/> Community and Family Engagement
2	<p>By June 2026, 50% of students will report feelings of school connectedness and 60% will report caring adult relationships as measured by the California Healthy Kids Survey.</p> <p>By June 2026, we will decrease the disproportionality of exclusionary practices for African American students to 2.0 or less</p>	<input checked="" type="checkbox"/> Collaborative Leadership <input checked="" type="checkbox"/> Sustaining Staff and Resources <input checked="" type="checkbox"/> Strategic Community Partnerships	<input type="checkbox"/> Community-based Curriculum and Pedagogy <input type="checkbox"/> Integrated Student Supports and Services <input type="checkbox"/> Expanded & Enriched Learning Time <input checked="" type="checkbox"/> Positive and Restorative School Climate
3	<p>By June 2026, the number of students scoring at or above grade level in ELA will increase to 15% or more as measured by the SBAC Assessments.</p> <p>By June 2026, the number of students scoring at or above grade level in Math will increase to 10% or more as measured by the SBAC Assessments.</p> <p>By June 2026, 70% of students or above will reach typical growth or stretch growth as measured by the iReady assessment.</p>	<input checked="" type="checkbox"/> Centering Community-Based Learning	<input checked="" type="checkbox"/> Community and Family Engagement <input type="checkbox"/> Community-based Curriculum and Pedagogy <input type="checkbox"/> Integrated Student Supports and Services <input type="checkbox"/> Expanded & Enriched Learning Time <input checked="" type="checkbox"/> Positive and Restorative School Climate

PART FOUR: 2025-26 COMMUNITY SCHOOLS GOALS

Developing and agreeing to a set of common goals can help guide and align your team's work across your site. Revisit these goals throughout the year to ensure you are on track, and use them to measure successes at the end of the year. While these plans can serve as a road map, they will likely change and evolve. As your team revisits them, add actions and artifacts, as appropriate.

In this section of the AIP, community schools teams will name three specific goals for the 2025-26 school year, identify the ways in which they will support progress toward school level goals named in the SPSA, who will contribute to each action, who will benefit most, and what a successful outcome will be.

Detailed implementation steps for each strategy will be named separately in a strategy-specific action plan.

Community School Goal One: Strengthen Family Partnerships and Improve Student Attendance		Supports this LCAP/SPSA goal	
		<input checked="" type="checkbox"/> Authentic Engagement <input type="checkbox"/> Universal Systems and Supports <input type="checkbox"/> Relentless Attention to Achievement, Agency and Access	
Action Steps <i>What are the major tasks that support this goal?</i>	Collaborators <i>Who will play a role in this action? (Check all that apply)</i>	Focal Population <i>Who is this action intended to benefit? (Check all that apply)</i>	Outcome <i>What will the staff, student, or family experience be if we do this? What data will we use to know we are successful?</i>
Action Step 1. Host monthly family engagement events with food, translation, and student showcases (when applicable)	<input checked="" type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input checked="" type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/> Students <input type="checkbox"/> Community Partners <input checked="" type="checkbox"/> Other: Diana	<input checked="" type="checkbox"/> Students <div> <input checked="" type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input checked="" type="checkbox"/> Latino/a Students <input checked="" type="checkbox"/> English Learner Students <input checked="" type="checkbox"/> Newcomer Students </div> <input checked="" type="checkbox"/> Families <div> <input checked="" type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input checked="" type="checkbox"/> Latino/a Families <input checked="" type="checkbox"/> English Learner Families <input checked="" type="checkbox"/> Newcomer Families </div> <input type="checkbox"/> School Staff <div> <input type="checkbox"/> Administrators <input type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff </div>	Increased family attendance at events and improved survey data (CHKS: ≥65% positive parental involvement)

Action Step 2. Hold monthly (at minimum) Attendance Review Team meetings (SART) to analyze data and identify intervention strategies	<input checked="" type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input checked="" type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community Partners <input checked="" type="checkbox"/> Other: Attendance Clerk	<input checked="" type="checkbox"/> Students <input type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students <input type="checkbox"/> Newcomer Students <input checked="" type="checkbox"/> Families <input type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families <input type="checkbox"/> School Staff <input type="checkbox"/> Administrators <input type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff	Improved ADA (>90%) and reduced chronic absenteeism (<25%)
Action Step 3. Conduct home visits for chronically absent students and implement attendance incentives (certificates, assemblies, student of the month)	<input checked="" type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input checked="" type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input type="checkbox"/> Parents <input type="checkbox"/> Students <input checked="" type="checkbox"/> Community Partners <input checked="" type="checkbox"/> Other: Attendance Clerk, School Counselor	<input checked="" type="checkbox"/> Students <input type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students <input type="checkbox"/> Newcomer Students <input checked="" type="checkbox"/> Families <input type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families <input type="checkbox"/> School Staff <input type="checkbox"/> Administrators <input type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff	Increased family connection and follow-up support; improved attendance metrics Greater student motivation and attendance improvement; reduced absenteeism

Community School Goal Two: Build a Positive School Climate and Reduce Disproportionality in Discipline		Supports this LCAP/SPSA goal <input checked="" type="checkbox"/> Authentic Engagement <input checked="" type="checkbox"/> Universal Systems and Supports <input type="checkbox"/> Relentless Attention to Achievement, Agency and Access	
Action Steps <i>What are the major tasks that support this goal?</i>	Collaborators <i>Who will play a role in this action? (Check all that apply)</i>	Focal Population <i>Who is this action intended to benefit? (Check all that apply)</i>	Outcome <i>What will the staff, student, or family experience be if we do this? What data will we use to know we are</i>

			<i>successful?</i>
Action Step 1. Facilitate student-led conferences to increase student voice and relationship-building	<input type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input checked="" type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/> Students <input type="checkbox"/> Community Partners <input checked="" type="checkbox"/> Other: Teachers	<input checked="" type="checkbox"/> Students <input type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students <input type="checkbox"/> Newcomer Students <input checked="" type="checkbox"/> Families <input type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families <input checked="" type="checkbox"/> School Staff <input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff	Improved student engagement increased family-teacher connection. Participation data gathered at the SLC at 52% or above
Action Step 2. Implement and expand restorative practices and alternatives to suspension	<input type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input checked="" type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input type="checkbox"/> Parents <input type="checkbox"/> Students <input checked="" type="checkbox"/> Community Partners <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students <input type="checkbox"/> Newcomer Students <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families <input type="checkbox"/> School Staff <input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff	Decrease in repeated behavior incidents (school site RJ circle data); increased use of restorative processes over punitive measures, reduction in suspensions and exclusionary practices; disproportionality index falls to 2.0 or below
Action Step 3. Plan lunchtime activities and student centered engagement activities	<input checked="" type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input checked="" type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator	<input checked="" type="checkbox"/> Students <input type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students <input type="checkbox"/> Newcomer Students	When we have the students engaged at lunchtime they will feel more connected to the school and be more likely to follow the school expectations. Ideally, this translates to more school connectedness and caring adult relationships in CHKS

	<input type="checkbox"/> Lead Agency Rep <input type="checkbox"/> Parents <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Community Partners <input type="checkbox"/> Other:	<input type="checkbox"/> Families <input type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families	
		<input type="checkbox"/> School Staff <input type="checkbox"/> Administrators <input type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff	

Community School Goal Three: Expand Academic Support Systems to Improve Student Achievement		Supports this LCAP/SPSA goal <input type="checkbox"/> Authentic Engagement <input checked="" type="checkbox"/> Universal Systems and Supports <input type="checkbox"/> Relentless Attention to Achievement, Agency and Access	
Action Steps <i>What are the major tasks that support this goal?</i>	Collaborators <i>Who will play a role in this action? (Check all that apply)</i>	Focal Population <i>Who is this action intended to benefit? (Check all that apply)</i>	Outcome <i>What will the staff, student, or family experience be if we do this? What data will we use to know we are successful?</i>
Action Step 1. Align afterschool programs and tutoring with classroom instruction	<input checked="" type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input checked="" type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input checked="" type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input type="checkbox"/> Parents <input type="checkbox"/> Students <input checked="" type="checkbox"/> Community Partners <input checked="" type="checkbox"/> Other: ILT	<input checked="" type="checkbox"/> Students <input type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students <input type="checkbox"/> Newcomer Students <input type="checkbox"/> Families <input type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families <input type="checkbox"/> School Staff <input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff	Increased SBAC proficiency ($\geq 15\%$ ELA, $\geq 10\%$ Math); iReady growth $\geq 70\%$
Action Step 2. Partner with CBOs and volunteers for tutoring and mentoring	<input checked="" type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School	<input checked="" type="checkbox"/> Students <input type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students	Expanded access to individualized support; growth in academic achievement and engagement

	<ul style="list-style-type: none"> Teacher Lead <input checked="" type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Students <input checked="" type="checkbox"/> Community Partners <input type="checkbox"/> Other: 	<div><input type="checkbox"/> Newcomer Students</div> <div> <input type="checkbox"/> Families <ul style="list-style-type: none"> <input type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families </div> <div> <input type="checkbox"/> School Staff <ul style="list-style-type: none"> <input type="checkbox"/> Administrators <input type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff </div>	
Action Step 3.	<ul style="list-style-type: none"> <input type="checkbox"/> Community Schools Director <input type="checkbox"/> Unconditional Education Coach <input type="checkbox"/> Principal/Administrator <input type="checkbox"/> Community School Teacher Lead <input type="checkbox"/> Expanded Learning Coordinator <input type="checkbox"/> SCOW <input type="checkbox"/> Wellness Center Coordinator <input type="checkbox"/> Lead Agency Rep <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community Partners <input type="checkbox"/> Other: 	<div> <input type="checkbox"/> Students <ul style="list-style-type: none"> <input type="checkbox"/> African American Students <input type="checkbox"/> Asian Students <input type="checkbox"/> Latino/a Students <input type="checkbox"/> English Learner Students <input type="checkbox"/> Newcomer Students </div> <div> <input type="checkbox"/> Families <ul style="list-style-type: none"> <input type="checkbox"/> African American Families <input type="checkbox"/> Asian Families <input type="checkbox"/> Latino/a Families <input type="checkbox"/> English Learner Families <input type="checkbox"/> Newcomer Families </div> <div> <input type="checkbox"/> School Staff <ul style="list-style-type: none"> <input type="checkbox"/> Administrators <input type="checkbox"/> Certificated Staff (teachers) <input type="checkbox"/> Classified Staff </div>	