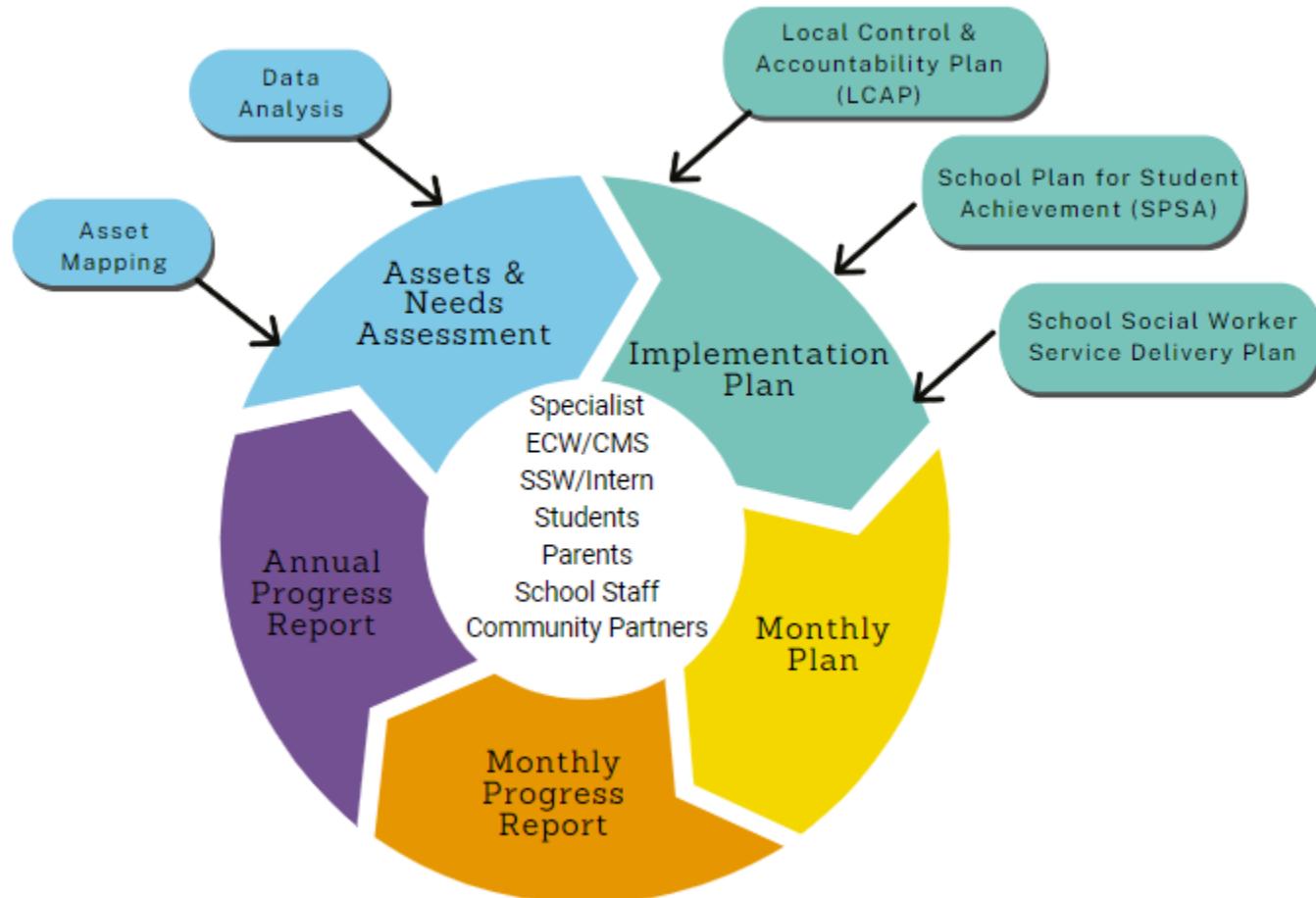


Community School Council Implementation Plan (CSCIP) for 2024 – 2025

School Site Name: John Glenn & Southeast Academy

This implementation plan should be developed by your site's shared decision-making team or council to ensure participation from students, staff, families and community partners. This plan is built from your Assets & Needs Assessment and should align to your district's Local Control & Accountability Plan (LCAP) and your school's School Plan for Student Achievement (SPSA). This plan will be used to develop your Monthly Implementation Plans and Progress Reports. It will also facilitate completion of the Annual Progress Report (APR) at the end of the year.



Community School Council Implementation Plan (CSCIP) for 2024 – 2025

Capacity-Building Strategies

Describe your team's plan to implement the five 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.

Capacity Building Strategy	2023-24 APR Reflection	2024-25 Capacity Building Goals	Measure for Capacity Building Goals	End of Year Reflection
Example: Collaborative Leadership	<i>Visioning</i>	<i>Engaging – Develop Community School Council (CSC) that includes diverse voices from students, parents/caregivers, school staff, and community members.</i>	<i>EPS – Shared Decision Making – # of Student, Parent, Staff and Community Participants</i>	<i>In the APR, you will reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community school's approach.</i>
Shared Commitment, Understanding and Priorities	Engaging	Continue to create ongoing opportunities for all stakeholders to share concerns, ideas, and ask questions. Promote CSI at staff meetings, class presentations, after school events, and in the community.	EPS-shared decision making and outreach	
Centering Community-Based Learning	Visioning	Meeting with CTE leads to deepen understanding of CBL and explore possibilities to integrate into classroom.	number of CBL projects implemented by CTE pathways	
Collaborative Leadership	Visioning	JG/SEA Community School Council will meet on a regular basis to review data, create actions and representative of all stakeholder voices. CS Specialist will attend school site council meetings.	EPS- shared decision making	
Sustaining Staff and Resources	Visioning	JG/SEA have a dedicated team (CS Specialist and ECW) to implement the Community Schools Initiative. Exploration of alternative sources of funding are needed to		
Strategic Community Partnerships	Visioning	JG/SEA will continue to collaborate with community partners to ensure integrated supports and expanded learning time opportunities.	# of partnerships	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute an asset and needs assessment that engages most students, staff, families, and community members in identifying their top community school priorities and vision. You can refer to this [Deep Assets and Needs Assessment](#) or this [Condensed Assets and Needs Assessment](#) for guidance.

What groups will you engage in your school site's asset and needs assessment and how will they be engaged?

School Community Group	Do you plan to engage this school community group?	How will you engage this school community group?	Please elaborate on the selected engagement strategies.	End of Year Reflection

Example: Administrators	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● One-on-one interviews ● Meetings and forums 	<p>I will engage Administrators in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> ● Hosting a meeting/forum to discuss findings from the Community Schools Survey ● Conducting 1:1 interviews with the principals and assistant principals to identify what they believe are school assets and areas of need. 	<i>In the APR, you will reflect on the extent to which you have engaged different school community groups and the processes you used to engage them.</i>
Administrators	<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) 	<p>I will engage Administrators by:</p> <ul style="list-style-type: none"> ● one on one interviews ● CS collaboration with admin meetings ● Culture and Climate committee ● Community School Council 	
Educators	<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"> ● CS surveys ● one-on-one interviews ● Site Leadership team ● Teacher advisor for CSC ● Culture and Climate Committee ● CTE pathways leads 	
Classified staff	<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"> ● CS surveys ● one-on-one interviews ● Culture and Climate Committee 	
Students	<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"> ● CS surveys ● one-on-one interviews ● CS focus groups (ASB, EL's, BSU) ● Culture and Climate Committee 	
Family members	<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"> ● CS surveys ● one-on-one interviews ● focus groups ● parent ambassadors ● Parent meetings (coffee with principal, ELAC, etc.) ● Culture and Climate Committee 	
Community	<ul style="list-style-type: none"> ● Yes 	<ul style="list-style-type: none"> ● Surveys 	<ul style="list-style-type: none"> ● One-on-one interviews 	

members	<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"> • Community School Council 	
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How will you engage historically marginalized student and family groups through your asset and needs 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.)?

Group	How do you plan to engage this student and family group? Provide a brief description.	End of Year Reflection
Example: Group 1: African American Students	We plan to engage African American Students by surveying participants in the school's Black Student Union to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school. Results will inform our planning.	In the APR, you will rate the extent to which you have engaged members of these groups in developing your community school and provide a brief description of how you have engaged them.
Group 1: African American students	We will engage African American students by regularly meeting with the Black Student Union to collaborate on initiatives, listen to their needs, and create a supportive environment that reflects their voices and experiences.	
Group 2: McKinney Vento students	We will engage our students by ensuring we have updated data on students identified so that we can outreach to students and their families to connect them to essential resources and facilitate open communication to address their challenges and ensure their academic success.	

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. The goals should align to your district's Local Control and Accountability Plan (LCAP) and school's School Plan for Student Achievement (SPSA). At least one student-centered goal should be identified.

Review your District's Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Annual Progress Report (APR) and School Social Worker Delivery Plan. Link them below:

Plan/Report	Link
LCAP	https://resources.finalsuite.net/images/v1726009835/nlmsdorg/hlnkxbpkwaaygnzvr0iy/Final2024-25LCAP-Norwalk-LaMirada.pdf
SPSA	PDF
APR (2023-24)	https://docs.google.com/document/d/1f7GPpNViEisANqiF6oqh6lLooe1oG1YDNHpqRCcBBtw/edit
SSW Service Delivery Plan	N/A

Identify 3 SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable) goals for your community schools' initiative. You can refer to this [SMART Goals: How to Guide](#) and [Creating SMARTIE Goals](#) resource for guidance. Parent engagement should not be a separate goal; it should be included within each goal.

SMARTIE Goals	Explain why the CSC has developed this goal and how it relates to your Assets and Needs Assessment, LCAP, and SPSA.	End of Year Reflection
<p>Example: Increase African American student's sense of belonging as evidenced by an increase in the % of students who answer "Agree" or "Strongly Agree" to the Community Schools Survey question on belonging, from 28% to 33% by June 2024.</p>	<p>Our school's SPSA goal is to create a "safe and welcoming learning environment for all." In our Assets and Needs Assessment, we noticed African American students had lower scores on the Community Schools Survey question: "I feel I belong at my school." 28% (28/100) compared to 35% (72/206) for the entire school.</p>	<p>In the APR, you will reflect on the actions taken to meet these goals.</p>
<p>1. By June 2025, Glenn High School will increase the percentage of parents who respond "Agree" or "Strongly Agree" regarding their sense of belonging to 95% on the climate survey. This will be achieved by enhancing opportunities for parent involvement through a structured communication and engagement plan that actively encourages participation from diverse families. Additionally, we will foster a culture of collaboration by creating multiple channels for parents and stakeholders to provide input and feedback on school events, initiatives, and student support efforts.</p>	<p>Aligned with SPSA, WASC critical areas for follow-up from 2021-2022 visiting committee. LCAP goal #4 and Priority #3 family and community engagement/parental involvement CSI needs assessment surveys</p>	
<p>2. By June 2025, reduce the chronic absenteeism rate by 2%, from 29.1% to 27.1%, by enhancing students' sense of belonging and engagement through targeted interventions and activities that promote a positive school climate. Additionally, collaborate with caregivers to improve their understanding of school expectations and foster a stronger home-school connection.</p>	<p>2023 fall dashboard data LCAP & SPSA goal #4 Panorama data Spring 2024- sense of belonging 52% CSI needs assessment surveys Data Quest Chronic Absenteeism: 22-23: 29.1% 21-22: 25.8%</p>	
<p>3. Increase staff sense of belonging to 69% by June 2025, by fostering a harmonious and collaborative environment through the implementation of restorative practices, monthly team-building activities, and a structured staff recognition program. This approach will enhance communication, reduce conflicts, and strengthen professional relationships among staff members.</p>	<p>LCAP-panorama data sense of belonging for staff CSI needs and assessment survey CSI spring survey</p>	

Measuring and Reporting Results

Identify the outcome measures you intend to use to assess your progress as it relates to your CSC goals. Please provide baseline data for the 2023-2024 school year and desired outcome for the 2024-2025 school year.

SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
“Agree” or “Strongly Agree” to the question “I feel I belong at my school”	Community Schools Survey	28% (28/100)	33%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Center the voice of African American students by conducting focus groups at Black Student Union meetings.	Bi-monthly
ECW/CMS	Build partnerships with African American families and caregivers by hosting African American Family Night.	Once a semester
School Social Worker	Recruit African American students to participate in the Peer Leadership program and access MH services. Provide MH Parent workshops.	Monthly
Intern	Build positive relationships with African American students on caseload by practicing perspective-taking.	Regularly
School-Staff Member 1	The counselor will run a list of eligible African American students to meet.	As needed
School-Staff Member 2	The counselor secretary will make call slips for students two days before the focus groups.	As needed
Community Partner 1	Mental health provider will investigate providing workshops for African American students/families, if needed, based on information gathered. (Collaborate with PES and SSW to not duplicate services)	Monthly
Community Partner 2	Non-profit organization will develop mentorship program between African American teachers and students.	Annually

SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
“Agree or strongly agree” to Sense of belonging and Increase parent ambassador program	Climate survey & CS survey Signed contracts	sense of belonging 92% 50% of parent ambassadors successfully met requirements	95% 75% of parent ambassadors to successfully meet requirements	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Ensure that parent voice opportunities are available at shared decision making meetings. Conduct one-on-one interviews, surveys, and support ECW parent engagement efforts	Monthly
ECW/CMS	Outreach to parents, build capacity of parent ambassadors, collaborate with ELAC, coffee with the principal meetings and collaborate with Bilingual home school community Liaison	Monthly
School Social Worker	N/A	
Intern	Building positive relationships with parents by supporting events with parent ambassadors	As appropriate
School Staff Member 1	Admin to promote parent engagement opportunities via newsletter, school website, message sender	Monthly
School Staff Member 2	Bilingual home school community liaison to support all CS parent engagement efforts	as appropriate
Community Partner 1	Conduct workshops to parents	
Community Partner 2		

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Decrease in chronic absence, increase in sense of belonging, parents knowledge and Fairness of Discipline, Rules and Norms	<ul style="list-style-type: none"> Chronic Absenteeism Data Climate survey 	Data Quest: 22-23: 29.1% 21-22: 25.8% Panorama data Spring 2024- sense of belonging 52%	27.1%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Identify targeted interventions to support sense of belonging and connectedness and increased teacher-student relationship building efforts. Create a plan for communication strategies to clarify school expectations.	
ECW/CMS	Create monthly workshops and collaborate with parents/caregivers to strengthen school -family partnerships.	
School Social Worker	N/A	
Intern	Deliver trauma-informed curriculum to identified classrooms	
School Staff Member 1	Work with Wellness Specialist to identify targeted interventions and activities.	
School Staff Member 2	Work with culture and climate committee to promote positive and inclusive school environment.	

Community Partner 1	Will deliver workshops to parents and participate in outreach and education opportunities.	
Community Partner 2		

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
quantitative data (surveys, participation rates)	CSI surveys & Climate surveys	Spring climate survey 66% of staff reported a sense of belonging	69% of staff reporting a sense of belonging	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Work with admin team to develop a staff recognition program, team-building activities	monthly
ECW/CMS	Facilitate a parent/caregiver-driven recognition program that allows for nominating staff that have made a positive impact on their children, facilitate parent input on ideas to recognize staff	monthly
School Social Worker	N/A	
Intern	Help support staff recognition efforts by CSI team	as appropriate
School Staff Member 1	Collaborate with Bilingual Home school community liaison to coordinate efforts for staff recognition.	monthly
School Staff Member 2		
Community Partner 1	Support by offering funding support, awards or recognition items, volunteering to help organize and support staff recognition events.	As needed
Community Partner 2		

Whole Child and Family Supports Inventory

To make progress toward the identified goals, your site may provide a range of whole child and family supports (see [Whole Child and Family Supports Inventory](#)).

For each potential support below, please identify if the support will be part of your Community Schools Implementation Plan.

Potential Support	Will your site be providing this support?	If yes, which goal is it aligned to? How does it align?	End of Year Reflection
Example: Student Leadership Development and Opportunities (14)	Yes	Goal #1 – Increasing AA student sense of belonging by centering the voice of African American students in leadership opportunities, such as the Black Student Union.	In the APR, for the supports you answer “Yes” to, you will reflect on

Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)			the phase of implementation as you end the year. Was the support: A. Previously implemented and now integrated into the community school work B. Expanded partnership C. Provided training/PD D. Expanded capacity to offer support E. Collecting data and tracking improvement.
Mental health Screening and Services (2)			
Nutrition Services and Support (3)			
Academic Support (tutoring, specialist, etc.) (4)			
Counseling Center (5)			
Multi-Tiered System of Support (6)			
Coordination of Services Team (e.g., COST team) (7)			
Before School (times/services) (8)			
After School (times/services) (9)			
Summer Programs (10)			
During School (learning pathways, differentiated instruction, lab times, etc.) (11)			You will also reflect on the funding source you are exploring to ensure the sustainability of each support.
Teacher Leadership Development and Opportunities (12)	Yes	Goal #3-Foster a harmonious and collaborative staff environment by implementing restorative practices, team-building activities, and a structured staff recognition program. This will enhance communication, reduce conflicts, and strengthen professional relationships among staff members.	
Parent Leadership Development and Opportunities (13)	Yes	Goal #1-Increase opportunities for parent involvement in school activities by implementing a structured communication and engagement plan that actively encourages participation from diverse families. Foster a culture of collaboration by creating multiple channels for parents and other stakeholders to provide input and feedback on school events, initiatives, and student support efforts.	

Student Leadership Development and Opportunities (14)			
Shared Decision-Making Bodies that center the voices of students, families and community (15)	yes	Goal #2-Reduce the suspension rate by 1% by increasing students' sense of belonging and engagement through targeted interventions and activities that promote a positive school climate. Collaborate with caregivers to enhance their understanding and support of school expectations, fostering a stronger home-school connection.	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes	Goal #1-Increase opportunities for parent involvement in school activities by implementing a structured communication and engagement plan that actively encourages participation from diverse families. Foster a culture of collaboration by creating multiple channels for parents and other stakeholders to provide input and feedback on school events, initiatives, and student support efforts.	
Home Visits (17)			
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)			
Positive Behavioral Supports (19)			
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	Yes	Goal #2-Reduce the suspension rate by 1% by increasing students' sense of belonging and engagement through targeted interventions and activities that promote a positive school climate. Collaborate with caregivers to enhance their understanding and support of school expectations, fostering a stronger home-school connection.	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)			

Project-Based Learning (22)			
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)			
Community-Based Curriculum, Pedagogy, and Projects (24)			
Personalized Learning Plans (25)			
Performance Assessments (e.g., capstones, portfolios, etc.) (26)			
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)			
Other:			
Other: (Write in) (29)			
Other: (Write in) (30)			