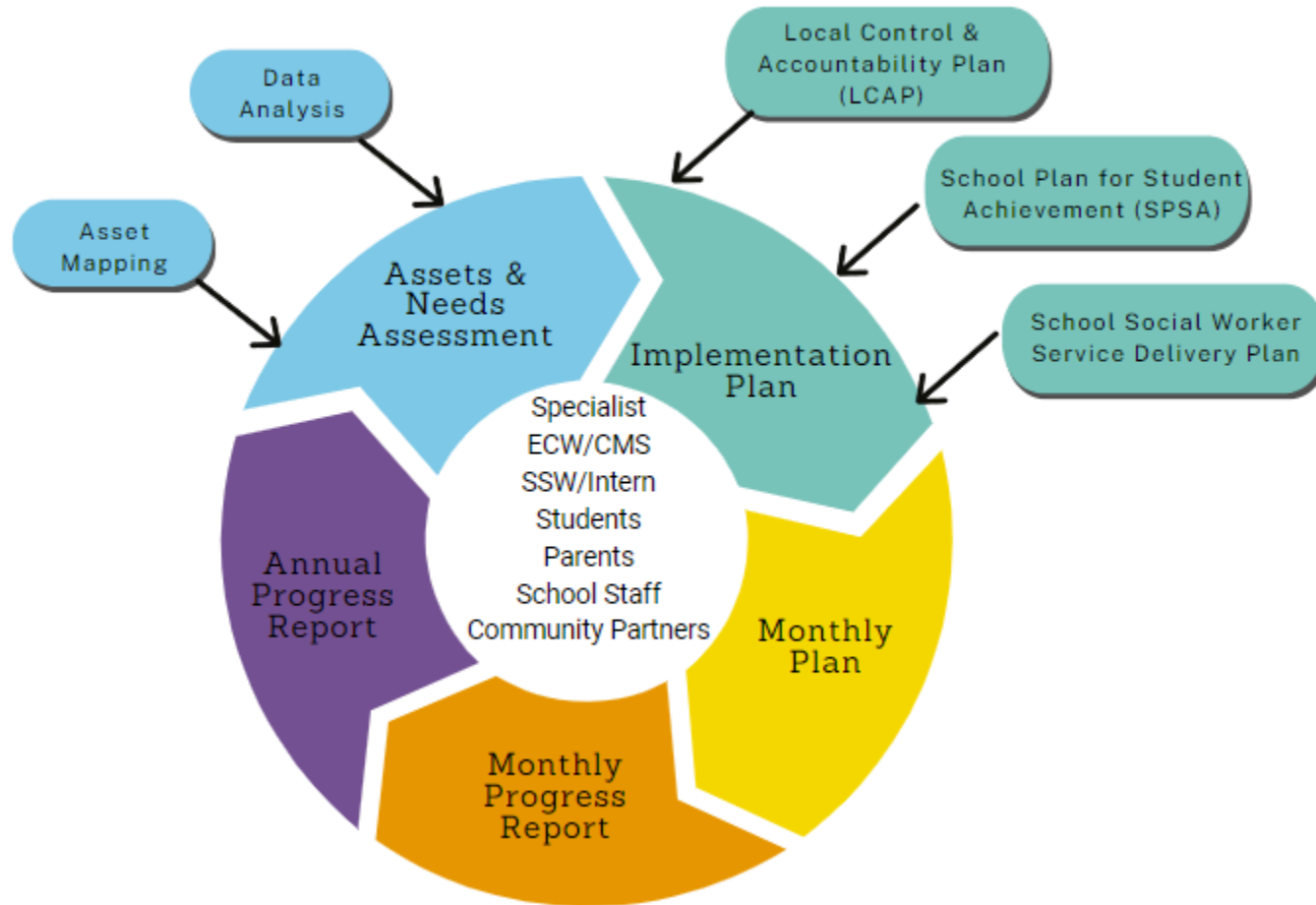


Community School Council Implementation Plan (CSCIP) for 2024 – 2025

School Site Name: Santa Monica

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
<i>Example: Collaborative Leadership</i>	<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>	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.
Shared Commitment, Understanding and Priorities	Visioning	Engaging- Created shared understanding and commitment of Community Schools at Santa Monica High School, primarily with administration and staff, in order to facilitate transformation by deepening skills, capacities, and relationships	Spring Survey- # of staff participants and % of staff that report knowing what CSI is	
Centering Community-Based Learning	Visioning	Engaging- Expand commitment to Featured Flex-Times by helping the school prioritize enrichment opportunities during Flex-Time.	EPS- Events - # of FFT events and # of student participants	
Collaborative Leadership	Engaging	Engaging- Develop Community Schools Council (CSC) that includes voices from students, parents/caregivers, school staff, and community members that genuinely feel that their opinions matter and are being taken into consideration during decision making opportunities.	EPS- Shared Decision Making- # of students, parents/caregivers, staff, and community participants and CSC satisfaction/feedback at end of the school year	
Sustaining Staff and Resources	Visioning	Engaging- Support Head Principal with transitioning into a community school principal who drives support for community school priorities by integrating the community school process in the SPSA, interpreting and implementing LEA policies and initiatives in a manner that works towards coherency, ensuring collaboration, and supporting staffing transformation.	Head principal overseeing transformation of a Community School	
Strategic Community Partnerships	Engaging	Engaging- Deepen skill, capacities, and relationships to the Coordination of Services Team (COST), thereby building an organizational infrastructure essential for implementing COST	EPS- Shared Decision Making: # of students reviewed & success stories related to COST and COST rollout at Samohi	

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 	I will engage Administrators in the assets and needs assessment process by: <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) 	We will engage Administrators in the assets and needs assessment process by: <ul style="list-style-type: none"> Having a designated Administrator who will participate in our monthly CSC meetings Having monthly, or more frequent, meetings to discuss trends and needs 	
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) 	We will engage educators in the assets and needs assessment process by: <ul style="list-style-type: none"> Hosting meetings/forums/workshops to discuss findings from the Community Schools Survey Conduct 1:1 interviews to identify what they believe are the school assets and areas of needs Administer annual Spring Survey, or equivalent Collaborate with SMMCTA President to identify larger scale themes, needs, and assets. 	
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) 	We will engage classified staff in the assets and needs assessment process by: <ul style="list-style-type: none"> Hosting meetings/forums/workshops to discuss findings from the Community Schools Survey Conduct 1:1 interviews to identify what they believe are the school assets and areas of needs Administer annual Spring Survey, or equivalent 	

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) 	<p>We will engage students in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> ● Hosting meetings/forums/workshops to discuss findings from the Community Schools Survey ● Conduct 1:1 interviews to identify what they believe are the school assets and areas of needs ● Administer annual Spring Survey, or equivalent ● Collaborate with student leaders and clubs to identify larger scale themes, needs, and assets. 	
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) 	<p>We will engage families in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> ● Hosting meetings/forums/workshops to discuss findings from the Community Schools Survey ● Conduct 1:1 interviews to identify what they believe are the school assets and areas of needs ● Administer annual Spring Survey, or equivalent ● Collaborate with family leaders and groups to identify larger scale themes, needs, and assets. 	
Community 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: COST 	<p>We will engage community members in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> ● Having a designated community members/leaders who will participate in our monthly CSC meetings ● Having a designated community members/leaders who will participate in COST ● Collaborate with community leaders and groups to identify larger scale themes, needs, and assets. 	

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

Group 1: BIPOC, minority identifying, low SES, ESL, and/or SPED Caregivers	We plan to engage caregivers that identify as Black, Indigenous, Persons of Color, another minority, low SES, English as a Second Language, and/or families of Special Education by surveying participants of Puente, AAPSSSG, BAAPAC, ELAC, etc. to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school, key informant interviews, and 1:1 empathy interviews to get further street level data. Results will inform our planning	and provide a brief description of how you have engaged them.
Group 2: BIPOC Students	We plan to engage students that identify as Black, Indigenous, Persons of Color by surveying participants of BSU and Latino clubs to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school, key informant interviews, and 1:1 empathy interviews to get further street level data. Results will inform our planning.	

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://www.smmusd.org/cms/lib/CA50000164/Centricity/Domain/110/LCAP-AnnualUpdate23-24.pdf https://www.smmusd.org/cms/lib/CA50000164/Centricity/Domain/110/LCAP-InfographicSMMUSD2023-24.pdf
SPSA	https://www.smmusd.org/cms/lib/CA50000164/Centricity/Domain/110/Immersion/report-cards/SPSA/2023SPSA.Samohi.pdf
APR (2023-24)	https://docs.google.com/document/d/168zIHUFJA9egTeLo9SKHKjtXTMB1rg0mxZ6XE9PbTal/edit?usp=sharing https://docs.google.com/document/d/1SggodS5qW-F337keucqY2dljNN6n5aczNcvx0X3wLoA/edit?usp=sharing
SSW Service Delivery Plan	

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
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.	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.	In the APR, you will reflect on the actions taken to meet these goals.

<p>1. By June 2025, the number of students that endorse having a plan beyond high school will increase from 65.2% to 70% AEB endorsement in the LACOE Community Schools Spring Survey.</p>	<p>One of SMMUSD's LCAP and Samohi's SPSA goals is "All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.". In our 2023-2024 CSI Spring Survey only 65.2% of students endorsed a plan for their education post high school which highlights a need to support students with planning post high school based on the 96.4% graduation rate from Santa Monica High School reported in the 2023 SARC.</p>	
<p>2. By June 2025, Samohi students will increase awareness of basic needs support from 38.1% to 43% and mental health support from 61.6% to 65%.</p>	<p>SMMUSD's LCAP and Samohi's SPSA goal is for "All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning" and "All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning". Through focus groups and empathy interviews with students, staff, and families we have found that there is a need to bridge academic focus with a more holistic, and whole-student focused approach. While there are a multitude of resources on campus, there is a significant under utilization of these resources, lack of accountability, minimal collaboration across support services, and continued unmet needs. Santa Monica High School continues to be very reactive and responsive to crisis and challenges, at a Tier 3 level, and can greatly benefit from expanding and strengthening Tier 1 and 2 and preventative supports to address school-wide and group-wide needs. In the 2023-2024 CSI Spring Survey, 38.1% of the students endorsed being aware of basic needs supports and 61.3% of mental health supports.</p>	
<p>3. By June 2025, Samohi will increase their redesignation rate by 3%.</p>	<p>SMMUSD's LCAP and Samohi's SPSA goal is for "Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum" and "All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning." Through focus groups and empathy interviews (District wide and site based) we have found that parents of students who are both ELL and in Special Education are feeling ill equipped and disempowered to support their students, disconnected from the goal and the school/District. Parents are asking for more specialized and individualized support to meet their needs and the needs of their students.</p> <p>English Learner Data: Data trends and analysis for English Learners (ELs) at SAMOHI reveal several key points. Initially, 80% of the 26 students who took the Initial English Language Proficiency Assessments for California (ELPAC) in the 2021-2022 school year tested as Initially Fluent in English, a trend consistent over the past two years. Despite the majority of SAMOHI's EL population being Spanish-speaking, only around 30% or lower of new enrollees speak Spanish. Summative ELPAC</p>	

	<p>scores for Spring 2022 improved, with 25% of ELs achieving scores of 4, and this increased to 32% in Spring 2023. While many EL students consistently have ELPAC scores of 4, but Star Reading scores hinder redesignation rates, which are below 38%. Redesignation rates have increased significantly, with 20% of the EL population at SAMOHI being redesignated in the 2022-2023 school year. The first cycle of redesignations for Fall 2024 included 15 students out of a current EL population of roughly 105. Notably, 5 of the 25 students redesignated during 2022-2023 were Special Education students, and currently, 26 out of 105 EL students are in Special Education.</p>	
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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
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SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Total number of students that endorse having a plan beyond high school	Community Schools Survey	65.2%	70%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Center the voice of caregivers primarily caregivers that identify as one or more: BIPOC, minority identifying, low SES, ESL, and SPED) through participation in affinity groups, focus groups, and empathy interviews	as needed
ECW/CMS		
School Social Worker		
Intern	Empathy interviews through work with students seen for mental health counseling	as needed
School Staff Member 1	The Bilingual Community Liaison will be the lead in parent engagement and help CSI CSS get connected, build rapport, and engage caregivers and families	as needed
School Staff Member 2		
Community Partner 1		
Community Partner 2		

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Total number of students that endorse being aware of basic need and mental health supports	Community Schools Survey	38.1% and 61.6%	43% and 65%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Coordinate and facilitate FFTs and wellness resource fairs. Coordinate and lead development and rollout of COST and the Vikings' Hub.	Monthly
ECW/CMS		

School Social Worker		
Intern	Support with wellness resource fairs, FFT, and Vikings' Hub	as needed
School Staff Member 1	CSI admin will be available for support, consultation, and development of Tier 1 and 2 support at Santa Monica High School	Monthly and as needed
School Staff Member 2	Flex-Time team will meet at least once per semester to plan FFT offerings.	Beginning of the semester and as needed
Community Partner 1	Community partners will participate in COST if they are a support service provider	Bi-weekly
Community Partner 2	Community partners will participate in the wellness resource fairs	Quarterly and as needed

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Samohi ELL redesignation rate	percentage of students redesignated	20%	23%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Collaborate with ELL team to identify ways to support students and families. Support SMMUSD SPED efforts with focused support on ELL students.	As needed
ECW/CMS		
School Social Worker		
Intern		
School Staff Member 1	Samohi BCL will be liaison between CSI and ELL and ELAC in order to identify and coordinate supports needed.	As needed
School Staff Member 2	ELL student coordinator will provide opportunities and facilitate needs assessments with ELL students and enrichment opportunities.	As needed
Community Partner 1	Parent leader will outreach and organize ELL-SPED families to generate participant and responses. Parent leader will collaborate with CSS to monitor responses, support with analysis of responses and summarization of responses to provide to the SMMUSD Special Education Department. Parent leader will support with plan development.	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.	<p>In the APR, for the supports you answer “Yes” to, you will reflect on the phase of implementation as you end the year. Was the support:</p> <p>A. Previously implemented and now integrated into the community school work</p> <p>B. Expanded partnership</p> <p>C. Provided training/PD</p> <p>D. Expanded capacity to offer support</p> <p>E. Collecting data and tracking improvement.</p> <p>You will also reflect on the funding source you are exploring to ensure the sustainability of each support.</p>
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings’ Hub (resource hub).	
Mental health Screening and Services (2)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings’ Hub (resource hub).	
Nutrition Services and Support (3)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings’ Hub (resource hub).	
Academic Support (tutoring, specialist, etc.) (4)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings’ Hub (resource hub).	
Counseling Center (5)	No		
Multi-Tiered System of Support (6)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa	

		Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings' Hub (resource hub).	
Coordination of Services Team (e.g., COST team) (7)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings' Hub (resource hub).	
Before School (times/services) (8)	No		
After School (times/services) (9)	No		
Summer Programs (10)	No		
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	No		
Teacher Leadership Development and Opportunities (12)	No		
Parent Leadership Development and Opportunities (13)	Yes	<p>1. Increase Caregivers' sense of belonging and connectedness as evidenced by an increase in caregivers who participate in the Community Schools Survey from 80 to 100 (primarily caregivers that identify as one or more: BIPOC, minority identifying, low SES, ESL, and SPED) and the % of caregivers who answer "Agree" or "Strongly Agree" to the Community Schools Survey from 42.2% (combined) to 50% or higher (combined) by June 2024</p> <p>3. LACOE Community Schools Initiative will support with the administration and evaluation of the "Distrito Escolar Unificado de Santa Mónica-Malibú Encuesta para padres de alumnos de educación especial y que también son aprendices de inglés" survey AEB plan do administer survey with at least 100 responses, evaluation and analysis of the</p>	

		results, and summary of findings to the SMMUSD Special Education Department by June 2024.	
Student Leadership Development and Opportunities (14)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings' Hub (resource hub).	
Shared Decision-Making Bodies that center the voices of students, families and community (15)	Yes	<p>1. Increase Caregivers' sense of belonging and connectedness as evidenced by an increase in caregivers who participate in the Community Schools Survey from 80 to 100 (primarily caregivers that identify as one or more: BIPOC, minority identifying, low SES, ESL, and SPED) and the % of caregivers who answer "Agree" or "Strongly Agree" to the Community Schools Survey from 42.2% (combined) to 50% or higher (combined) by June 2024</p> <p>2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings' Hub (resource hub).</p> <p>3. LACOE Community Schools Initiative will support with the administration and evaluation of the "Distrito Escolar Unificado de Santa Mónica-Malibú Encuesta para padres de alumnos de educación especial y que también son aprendices de inglés" survey AEB plan do administer survey with at least 100 responses, evaluation and analysis of the results, and summary of findings to the SMMUSD Special Education Department by June 2024.</p>	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes	1. Increase Caregivers' sense of belonging and connectedness as evidenced by an increase in caregivers who participate in the Community Schools Survey from 80 to 100 (primarily caregivers	

		<p>that identify as one or more: BIPOC, minority identifying, low SES, ESL, and SPED) and the % of caregivers who answer “Agree” or “Strongly Agree” to the Community Schools Survey from 42.2% (combined) to 50% or higher (combined) by June 2024</p> <p>3. LACOE Community Schools Initiative will support with the administration and evaluation of the “Distrito Escolar Unificado de Santa Mónica-Malibú Encuesta para padres de alumnos de educación especial y que también son aprendices de inglés” survey AEB plan do administer survey with at least 100 responses, evaluation and analysis of the results, and summary of findings to the SMMUSD Special Education Department by June 2024.</p>	
Home Visits (17)	No		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	No		
Positive Behavioral Supports (19)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings’ Hub (resource hub).	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings’ Hub (resource hub).	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	Yes	2. LACOE Community Schools Initiative will support with the expansion of Tier 1 and 2 support at Santa Monica High School by June 2024 AEB monthly Featured Flex-Time programming, quarterly or more wellness resource fairs, development of COST, and development of the Vikings’ Hub (resource hub).	

Project-Based Learning (22)	No		
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	No		
Community-Based Curriculum, Pedagogy, and Projects (24)	No		
Personalized Learning Plans (25)	No		
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	No		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	No		
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			