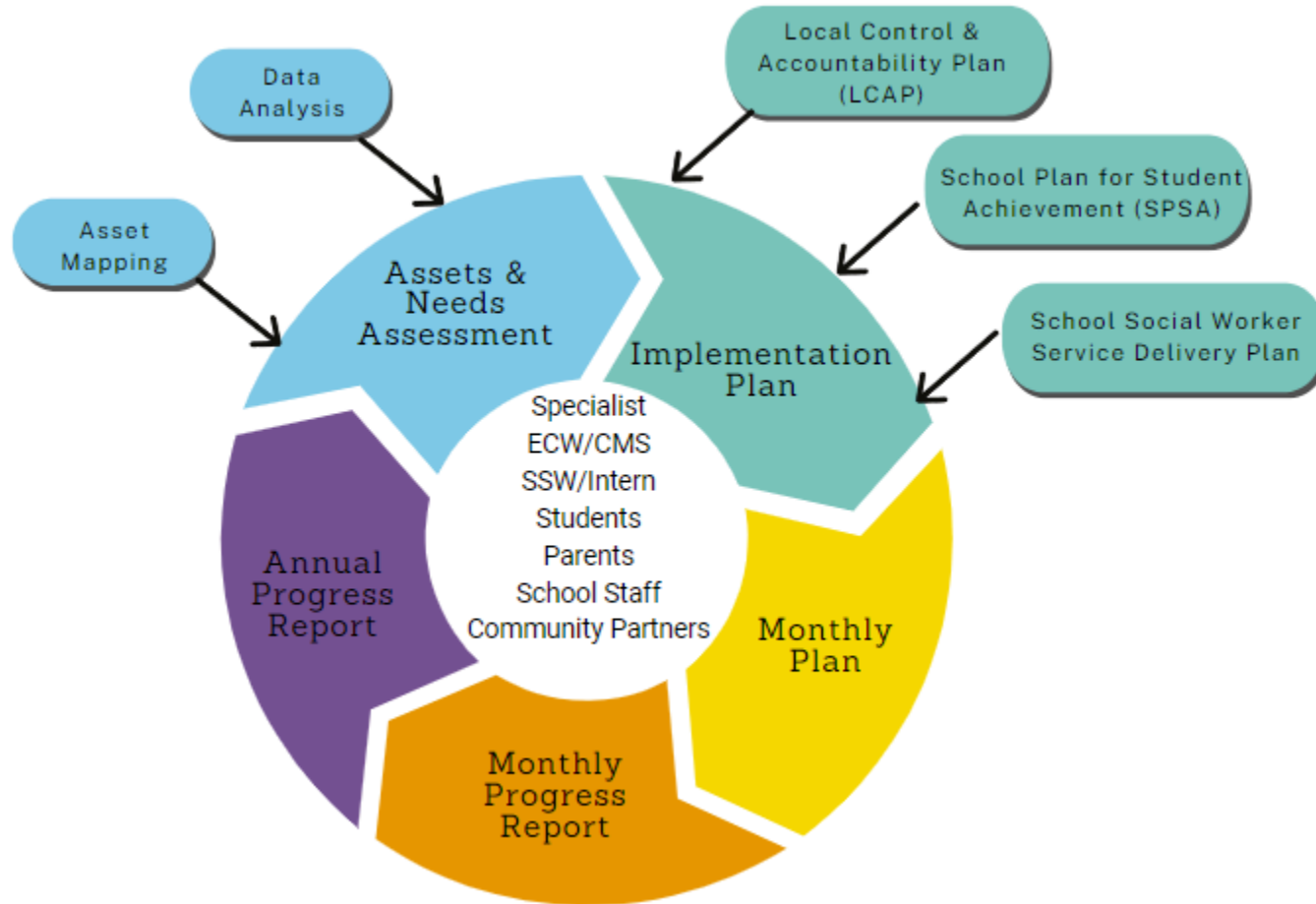


Community School Council Implementation Plan (CSCIP) for 2025 - 2026

School Site Name: **Renaissance PAU**

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 2025 – 2026

Part 1 - Due October 3, 2025

Integration and Alignment

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. The Implementation Plan should be aligned to your district’s Local Control and Accountability Plan (LCAP) and school’s School Plan for Student Achievement (SPSA) and integrated with the work of the School Social Worker. Link them below:

Plan/Report	Link
LCAP	24.25_LCAP.pdf
SPSA	https://laco.sharepoint.com/sites/RenaissanceCommunitySchoolsTeam/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FRenaissanceCommunitySchoolsTeam%2FShared%20Documents%2FGeneral%2F25%2D26%20Planning%2F2024%5FSchool%5FPlan%5Ffor%5FStudent%5FAchievement%5FRenaissance%5FPAU%5F20241028%20%282%29%2Epdf&parent=%2Fsites%2FRenaissanceCommunitySchoolsTeam%2FShared%20Documents%2FGeneral%2F25%2D26%20Planning
APR (2024-25)	https://docs.google.com/document/d/1FijZNPLHLYPUkYoZAH4BMRN0yfSAw7aKmv3hDd2BKqg/edit?tab=t.0
SSW Service Delivery Plan	n/a

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?	Number of individuals that you will engage with	Please elaborate on the selected engagement strategies. What is your engagement goal for this group? How will you keep track of the engagement of this group?	What are you hoping to learn by engaging with this school community group?	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 	3	<u>Goal:</u> 100% of administrators (3 out of 3 administrators) will be engaged	Identify what they believe are school assets and areas of need	<i>In the APR, you will reflect on</i>

				<p><u>Engagement Strategies:</u> Administrators will be engaged 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 principal and assistant principals <p><u>Progress Monitoring:</u> We will keep track of this engagement by taking meeting and interview notes. We will document the interviews by adding them to the site activities section of EPS.</p>		<p><i>the extent to which you have engaged different school community groups and the processes you used to engage them.</i></p>
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) 	2	<p><u>Goal:</u> 100% of Administrators (2 out of 2 administrators) will be engaged</p> <p><u>Engagement Strategies:</u> Administrators will be engaged in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> • The Admin Team will give us guidance and support regarding how to disseminate the Asset and Needs Assessment. • By joining the CS Council meeting and sharing input regarding the Community Schools Survey • Conducting 1:1 Interviews with Principal and Assistant Principal <p><u>Progress Monitoring:</u> We will keep track of engagement by taking meeting notes. Additionally, we will host a meeting or forum to discuss findings from the Community Schools Survey.</p>	<p>We hope to learn about the school's priorities, decision-making processes, and how our initiatives can best align with their vision and strategic goals.</p>	
Educators	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Surveys • One-on-one interviews 	11	<p><u>Goal:</u> 100% of Educators (Goal 11 out of 11 at Renaissance PAU) will be engaged</p>	<p>We hope to learn about the</p>	

		<ul style="list-style-type: none"> ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: (Write in) 		<p><u>Engagement Strategies:</u> Educators will be engaged in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> ● Taking the Survey ● Taking part in CS Council Meetings to gather feedback and to discuss findings of the CS Survey. ● 1:1 Interviews: Conducting individual interviews to identify school assets and areas of need <p><u>Progress Monitoring:</u> We will track this engagement by taking notes during meetings and interviews, and documenting them in the Site Activities section of EPS.</p>	<p>classroom challenges and successes they are experiencing, as well as what resources or supports would most benefit teaching and learning.</p>
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) 	13	<p><u>Goal:</u> 100% of Classified Staff (13 out of 13 at Renaissance PAU) will be engaged</p> <p><u>Engagement Strategies:</u> Classified Staff will be engaged in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> ● Taking the Survey ● Being involved in the CS Council meetings to gather feedback and discuss key insights from the Survey. <p><u>Progress Monitoring:</u> We will track this engagement by taking notes during meetings, documenting them, and analyze the data to inform decision-making.</p>	<p>We hope to learn about their perspective on school operations, student needs they see day-to-day, and how we can better support their critical roles in creating a positive school climate.</p>
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 	118	<p><u>Goal:</u> 100% of Students (118 out of 118 at Renaissance PAU) will be engaged</p> <p><u>Engagement Strategies:</u></p>	<p>We hope to learn about their experiences, needs, and ideas for improving the</p>

		<ul style="list-style-type: none"> Other: (Write in) 		<ul style="list-style-type: none"> Gathering information from the Student CS Survey 1:1 Interviews: To identify school assets and areas of needs Actively having CS Council Student Members participation to gather feedback <p><u>Progress Monitoring:</u> We will track this engagement by taking notes during meetings, documenting them, and analyze the data to inform decision-making.</p>	school environment so they feel supported, safe, and empowered.
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: Events 	118	<p><u>Goal:</u> 80% of family members (Goal 94 out of 118) will be engaged</p> <p><u>Engagement Strategies:</u></p> <ul style="list-style-type: none"> 1:1 Interviews: Conducting individual interview with parents and guardians to identify school assets and areas of needs Gathering information from the Parent CS Survey <p><u>Progress Monitoring:</u> We will keep track of this engagement by analyzing the data and taking interview notes.</p>	We hope to learn about their priorities for their children's education, their concerns, and how we can make school engagement more accessible and meaningful for them.
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: (Write in) 	40	<p><u>Goal:</u> 80% of group (Goal 32 of out 40) will be engaged</p> <p><u>Engagement Strategies:</u></p> <ul style="list-style-type: none"> 1:1 Interviews: Conducting individual interview with community members to identify school assets and areas of needs Meetings to discuss partnership progress and insights. 	We hope to learn about available resources, potential partnerships, and ways to create stronger connections between the school and the

				<u>Progress Monitoring:</u> We will track this engagement by taking notes during meetings, documenting them, and analyze the data to inform decision-making.	broader community.	
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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- students/families, English learners, or newcomers, etc.)?

Group	How do you plan to intentionally 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: Justice Involved Youth	We plan to engage our Justice-Involved Youth and their families through a comprehensive and collaborative information-gathering process. This will include data collection from surveys, input from school staff (teachers, counselors, resource teacher, School Mental Health Team). In addition, we will work closely with our Community-Based Organizations (CBOs) and partnerships, including the Soledad Enrichment Action (SEA) and Substance Abuse Prevention and Control (SAPC). The insights gained through this multi-source approach will directly inform and guide our planning and decision-making processes.	
Group 2: Homeless/Foster Care	We plan to engage our Homeless and Foster Care student population by collecting input from a variety of sources, including appropriate support staff such as teachers, counselors, and resource personnel. We will also utilize surveys, information from referrals, one-on-one interviews, and collaborate with the Mental Health team, as well as Community-Based Organizations (CBOs) and partnerships. The data and insights gathered will play a critical role in informing our planning and support strategies.	

Part 2: Due November 14, 2025

Describe your team's plan to implement the five capacity-building strategies as described in the [Capacity Building Strategies document](#). Your plan should be informed by the information gathered in Part 1. You can refer to your optional [self-assessment](#) and summarize the information you provided there.

Capacity Building Strategy	2024-25 APR Reflection	2025-26 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>	<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>
<i>Example: Centering Community-Based Learning</i>	<i>Visioning</i>	<i>Engaging – Map local businesses and nonprofits to create a directory of potential learning partners that teachers can incorporate into their instruction.</i> <i>Conduct a community walk and asset mapping with staff, including teachers, administrators, and coordinators to deepen their understanding of the surrounding neighborhood and identify additional community-based learning opportunities.</i>	<i>EPS-Site Activity-Visioning Exercises, # of staff who participate in the community walk or asset mapping activity # teachers who express intent or plans to integrate a community partner into a lesson or unit</i>	
Shared Commitment, Understanding and Priorities	Engaging	Engaging- Since the start of this school year, stakeholder participation in Community School Initiatives has grown significantly across all Renaissance PAU sites. To continue building on this momentum, we are expanding our Community School Council, recently welcoming three new members and two student council representatives. This growth reflects our ongoing commitment to collaboration and to ensuring that diverse voices shape and guide our initiatives.	EPS-Shared Decision Making- #of Student, Staff, and Community Partner Participants	
Centering Community-Based Learning	Transformative	Transformative: We are partnering with classroom teachers and TOSAs to deliver Project-Based Learning through the RTSA curriculum. This school year, we will continue our collaboration with LA Metro to support student transportation needs, ensuring reliable access to school. In addition, we are working with Soledad Enrichment Action (SEA) to provide staff and students with resources focused on restorative practices and gang prevention. Together with SEA, we have organized mural sessions for MYHN students, enriching the classroom experience through creative expression.	EPS-Family Support & Service Delivery- # of Basic Needs and Service requests/referrals. #of Events and staff, students, parents participants at the Events	

		<p>We are also excited to continue our partnership with community member Yesenia Morales, who is leading urban gardening classes at MYHN and Jonas Salk. These classes strengthen science, math, and CTE learning while offering students valuable hands-on experiences. Moving forward, we remain committed to building partnerships that expand and enhance student learning opportunities. The school has also partnered with CBO Let it Out, where students learn the ins and outs of media production.</p>		
<p>Collaborative Leadership</p>	<p>Engaging</p>	<p>Transformative: With the addition of a new Assistant Principal last year and expanded support staff, including a second transitional counselor, we have strengthened our network of collaborative stakeholders. This growth enables us to draw on diverse expertise and resources to better serve our students.</p> <p>Our monthly and weekly check-in meetings with administration, the Community Schools Team, the Community Schools Council, and COST will continue to be a cornerstone of our work this school year. These meetings reinforce a shared sense of commitment and ensure that we are working together effectively toward common goals. In alignment with this effort, we are also partnering with the transitional counselor to enhance our schoolwide PBIS initiatives.</p> <p>This year, we have introduced department-centered meetings (e.g., SPED, Mental Health Team, PBIS), where we collaborate directly with each team to review Community Schools goals and provide targeted support to strengthen schoolwide initiatives.</p>	<ul style="list-style-type: none"> ● <i>EPS-Shared Decision Making-</i> ● Admin and CSI Weekly Meeting Agendas, ● CS Council Agendas and Sign In Sheets ● Other team meeting agenda 	
<p>Sustaining Staff and Resources</p>	<p>Engaging</p>	<p>Engaging: We began the school year with several staffing shifts and vacancies. To meet the growing demand for virtual instruction, the school added a new virtual IS class, which was filled by one of our veteran teachers. In addition, the retirement of our TOSA opened another role that was also filled by a veteran teacher, leaving two CCS teaching vacancies. As of September, one of these positions remains unfilled. We also welcomed a new school secretary.</p>	<ul style="list-style-type: none"> ● School Staffing Data ● EPS- Donations secured by staff- # of Donations ● EPS- Family Support- #of support cases 	

		<p>As we move forward, we look forward to introducing our new staff to the initiative and fostering a shared commitment and understanding of our goals.</p> <p>We are hoping we gather funding and donations to continue providing basic needs items for our community</p>		
Strategic Community Partnerships	Transformative	<p>Transformative: This year, our goal is to continue strengthening and expanding strategic community partnerships through MOUs and agreements with local organizations. We are building on our partnerships with Soledad Enrichment Action (SEA) for gang prevention and mural projects, as well as with Yesenia Morales for gardening classes. While funding for Planned Parenthood’s sexual health education classes has diminished and we will no longer be partnering with them, we remain committed to supporting student health by continuing our valued collaboration with LA Care Community Resource Centers for mental and general health resources.</p> <p>In addition, we are finalizing an MOU with the Department of Public Health (DPH) to establish two Wellbeing Centers at Jonas and MYHN. These centers will not only provide vital health resources but also create meaningful student leadership opportunities.</p>	EPS- <i>Partnerships</i> - # of Continuing and New Partnerships	

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.

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.
1. College & Career Readiness: By June 2026, increase the percentage of students who express a desire to pursue further education or career opportunities after high school from 42% to at least 47% as measured by the Community Schools Spring Survey.	This goal aligns with the SPSA focus on rigorous instruction and teacher support as well as the LCAP priority of equitable access to 21st-century education, technology, and college/career readiness. By increasing the percentage of students who express post-secondary aspirations, we are supporting students’ academic motivation and long-term success.	
2. Student Engagement: By June 2026, reduce the chronic absenteeism rate from 88% to 83% as measured by the CA Dashboard by supporting the implementation of school-wide PBIS strategies	Reducing chronic absenteeism aligns with SPSA targets around attendance and LCAP priorities focused on improving school climate and implementing MTSS and PBIS to address students’ social-emotional needs. This goal directly supports our commitment to keeping students engaged and present, which is foundational to academic achievement.	
3. Guardian/ Family Engagement: By June 2026, increase the percentage of parents who feel welcomed at the school from 70% to at least 75%	Increasing the percentage of parents who feel welcomed at school ties closely to SPSA efforts to improve parent engagement and LCAP priorities around community engagement. Strengthening family-school partnerships helps create a supportive learning environment and fosters a stronger sense of belonging for students.	

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 2024-2025 school year and desired outcome for the 2025-2026 school year.

SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	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	Method of Evaluation
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Specialist Supported by ECW/CMS	Host culturally relevant events and create spaces on campus that highlight culture and history that are informed and led by students and parents.	3 X Semester	-number of events and activities, sign in logs, focus groups
Interns	Facilitate opportunities for students and parents to connect with each other, share experiences, and build supportive networks	2 x semester	-sign in logs
School Social Worker	Implement peer led activities that increase awareness of wellbeing resources and stress reduction strategies for students and parents.	Monthly	-participation rate -peer leadership survey
School-Staff Member 1	Incorporate diverse voices and perspectives into the curriculum, including the history, achievements, and contributions of African Americans.	As needed	-curriculum and assignments
Community Partner 1	Implement a mentorship program connecting students to African American community leaders and professionals.	Annually	-Mentor logs -Survey on belonging

SMARTIE Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
Answer of "Technical/ Vocational degree," "Two-year college degree (Associate's degree)," "Four-year College degree (Bachelor's degree)," or "Graduate/ Professional degree" to: What is the highest level of education you plan to complete?	CS Spring Survey	-Technical/ Vocational: 5.35% -Two-year College degree (Associate's degree): 0% -Four-year College degree (Bachelor's degree):18.4% -Graduate/ Professional degree: 18.4% OVERALL TOTAL: 42.1%	OVERALL Total: 47%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	<ol style="list-style-type: none"> 1) Work with Transitional Counselors to promote college and career readiness activities: FAFSA, presentations, 2) School Visit fieldtrip logistics support 3) Classroom presentations- college website scavenger hunts 4) Survey/ Poll students and faculty regarding college visit interest 5) Survey/ Poll students regarding Career interests 	<ol style="list-style-type: none"> 1) Ongoing 2) 1x -2x a semester 3) Prior frontloading activity for college visit 4) Fall and ongoing 5) Fall Survey 6) 2x semester 	Sign in sheets, field trip attendance, survey completion, logs, focus groups, EPS data

	6) Career presenters/ logistics		
ECW/CMS	NA- Position not filled		
School Social Worker	Promotion of college and career readiness activities	Ongoing	Sign in sheets/ logs
Intern	Classroom presentations/ Promotion of college and career readiness activities	2 times a semester/ ongoing	Sign in sheets/ logs
School Staff Member 1	Transitional Counselors: 1) FAFSA informational meeting for parents and students, Assist with FAFSA process 2) Contact colleges for visits 3) Contact Career Presenters/ Logistics	FAFSA- Fall	Sign in sheets, field trip attendance, survey completion, logs, focus groups
School Staff Member 2			
Community Partner 1			
Community Partner 2			

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
A drop in the chronic absenteeism rate as reported by the state board of Education in the California Dashboard	CA Dashboard	88%	83%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	1) Attendance Awareness 2) Support PBIS initiatives 3) Partner MOU 4) Event planning/ logistics 5) Enrichment activities 6) Basic needs 7) Referrals to outside providers 8) Home visits	Ongoing	Logs, attendance, number of processed MOUs, event sign-ins, EPS data
ECW/CMS	NA- Position not filled		

School Social Worker	Social emotional support 1:1 check-ins Home visits	Ongoing	Logs/ sign-ins, EPS data
Intern	Social emotional support	Ongoing	Logs/ Sign-ins, EPS data
School Staff Member 1	PBIS Team/ Coordinator: ensuring PBIS strategies are used with fidelity and that students and families understand the purpose	Ongoing	Logs/ Sign-ins, student certificates/ awards
School Staff Member 2	Academic Counselor: 1:1 academic check-ins Home visits	Ongoing	logs/ Sign-ins
Community Partner 1			
Community Partner 2			

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2024-2025	Desired Outcome 2025-2026	End of Year Reflection
Answer of "Agree" or "Strongly Agree" to question: "I feel welcome to participate at this school."	CS Spring Survey Results	100% but a null response because only 1 parent participated. We are using the previous years (23-24) data results of 70% because we had a higher response rate.	75%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline	Method of Evaluation
Specialist	<ol style="list-style-type: none"> 1) Support Parent Liaisons with family outreach 2) Event Planning 3) Provide resources/ basic needs 4) Provide referrals to outside resources 5) Newsletters 6) Health and Wellness Fair (Spring) 	Ongoing	Call/ text logs, flier creation, event logical planning logs, sign-in sheets, resource/ referral log, EPS data
ECW/CMS	NA- Position not filled		
School Social Worker	Social emotional support Parenting classes	Ongoing	Sign-in sheets/ logs, EPS data

Intern	Social emotional support Parenting classes	Ongoing	Sign-in sheets/ logs, EPS data
School Staff Member 1	Academic and Transition counselors: Parent information sessions, events	Ongoing	Call/ text logs, flier creation, event logical planning logs, sign-in sheets
School Staff Member 2	Parent Liaisons: Tawnhall meetings, newsletters, phone calls/ texts, other events such as back to school.	Ongoing	Call/ text logs, flier creation, event logical planning logs, sign-in sheets
Community Partner 1			
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 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
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	YES	Goal 2 and 3: School nurse provides health screening and resources to students and parents.	
Mental health Screening and Services (2)	YES	Goal 2 & 3: Staff and parents regularly check in with students and refer students to SSW. SSW will conduct mental health screens when applicable or refer out to mental health service provider partners.	
Nutrition Services and Support (3)	YES	Goal 1, 2 & 3: As part of our CBO partnership, the nutrition services will team up with the Urban gardening program to provide nutrition lessons. Nutrition services are also invited to table at school events to connect with parents.	

Academic Support (tutoring, specialist, etc.) (4)	YES	Goal 1&2: Approved CBO tutors compliment classroom instruction by providing 1:1 or small group tutoring/ interventions. Interns and other support staff also help students create college and graduation pathways.	<p>D. Expanded capacity to offer support E. Collecting data and tracking improvement.</p> <p>You will also reflect on the funding source you are exploring and sustainability strategies you are implementing to ensure the sustainability of each support beyond the CCSPP grant cycle funding.</p>
Counseling Center (5)	YES	Goal 1 & 2 : School counselors and other support staff help ensure that students are on track to complete credits, expulsion requirements and college and graduation pathways. Support staff also connects students to other partners such as CTE to connect students to career pathways.	
Multi-Tiered System of Support (6)	YES	Goal 2: Through COST and other collaborative meetings, the CSI team will team up with PBIS, SMH, and Admin in order to discuss multi-tiered levels of supports and interventions. Feedback will inform how we provide tier 2 and tier 3 support.	
Coordination of Services Team (e.g., COST team) (7)	No		
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)	YES	Goal 1: Classroom Enrichment opportunities via classroom college and career presentations and field trips will be implemented. CBO partnerships like the urban gardening program, mural project, and sexual health education facilitated by Planned Parenthood also enrich classroom learning. In addition, the RTSA model of instruction is used to enhance learning through Project based learning.	
Teacher Leadership Development and Opportunities (12)	Yes	Goal 1 & 2: In collaboration with district administration, staff are provided with ongoing professional development opportunities to enhance academic and SEL instruction and teaching	

		strategies to support student academics, wellbeing and mental health.	
Parent Leadership Development and Opportunities (13)	Yes	Goal 2 & 3: Parents are invited to participate in shared-decision making bodies and are also invited to participate in various events throughout the year hosted by partners to build their leadership capacity.	
Student Leadership Development and Opportunities (14)	YES	Goal 1: Students are invited to participate in shared-decision bodies at school and through the district and are invited to participate in various school events that enhance their leadership capacity. DPH also host weekly peer leadership opportunities	
Shared Decision-Making Bodies that center the voices of students, families and community (15)	YES	Goal 1, 2, 3: Various school level and district level shared-decision bodies exist where various stakeholder and student input and feedback is used to enhance systems of support and academics	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	YES	Goal 1 and 3: The school uses various modes of communication throughout the year. These include: Back to school day, Town hall meetings, SSC, SDMC, CSC, school newsletter, email, phone, text, flier distribution to name a few.	
Home Visits (17)	YES	Goal 1, 2, 3: School support staff conduct home visits for various reasons; attendance, to inform about academic progress, or to provide resources.	
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	NO		
Positive Behavioral Supports (19)	YES	Goal 2: In collaboration with PBIS, the school will continue to implement positive behavior support. These efforts will be supported through attendance awareness and positive behavior initiatives. This collaborative effort aims to foster a supportive environment that encourages positive behaviors and promotes consistent attendance.	

Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	YES	Goal 2: Through our collaboration with SMH, PBIS, and our partnership with CBOs and through district initiatives, restorative practices will continue to be used in and out of the classroom to provide positive and safe spaces for students to learn. Additionally, SEA will continue to provide gang prevention strategies and, our partnerships with DHP will help enhance safe places through the establishment of wellbeing centers at two school sites.	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	YES	Goal 2: Behavior Specialist will continue the weekly SEL program by conducting classroom SEL lessons. Staff will continue to support these efforts.	
Project-Based Learning (22)	YES	Goal 1, 2, 3: REN PAU will continue with the RTSA program and incorporate more projects coordinated by the CSI team, such as the newly established gardening classes and mural project.	
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	YES	Goal 1 and 2: Through the RTSA curriculum, teachers will continue to implement culturally-sustaining and responsive curriculum and pedagogy. These efforts will be supported through extended learning and enrichment opportunities provided by our CBO partnerships.	
Community-Based Curriculum, Pedagogy, and Projects (24)	YES	Goal 1 and 2: Through the RTSA curriculum, teachers will continue to implement community-based curriculum and projects. Through PD and PLCs teachers will continue to enhance their community based pedagogy. These efforts will be supported through extended learning and enrichment opportunities provided by our CBO partnerships and field trips. Students will learn about different career opportunities through these enrichment efforts.	
Personalized Learning Plans (25)	YES	Goal 1 & 2: Students who have personalized learning plans will continue to be supported through	

		collaborative efforts to ensure program completion and academic progress.	
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	YES	Goal 1, 2, 3: Through the RTSA curriculum teachers and staff will continue to implement performance assessments that will be showcased through quarterly RTSA expositions where parents and various stakeholders are invited to attend.	
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) Substance Abuse and Prevention	YES	Goals 2 and 3: Through various CBOs students are exposed to various ways of living a healthy life and making positive lifestyle choices.	
Other: (Write in) (29) CPR Training	YES	Goal 2: An attempt at providing an extension of health education relevant to students	
Other: (Write in) (30) Supplemental Sexual Health Instruction	YES	Goal 2: Provided by DPH to supplement sexual health curriculum provided by teachers.	