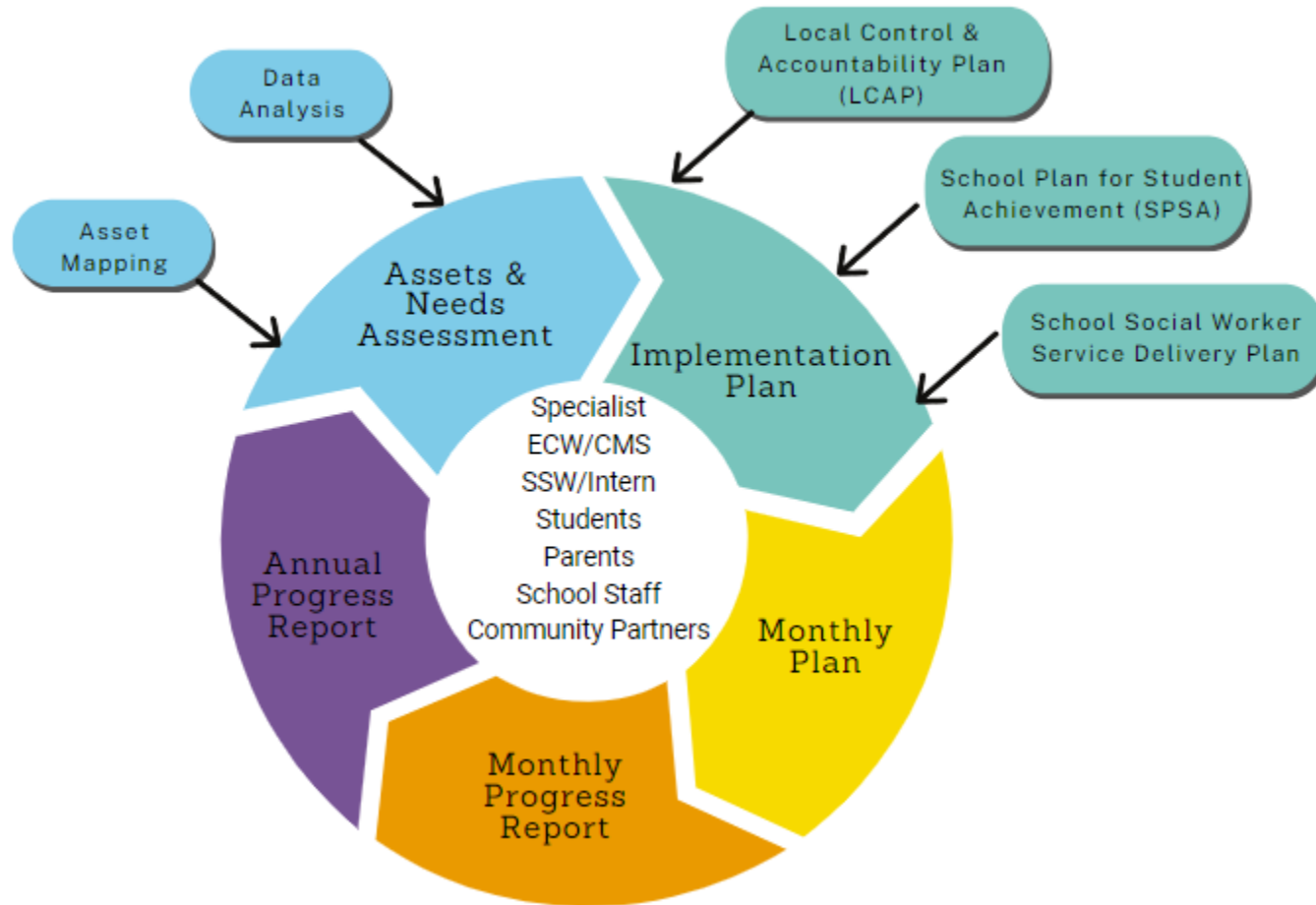


Community School Council Implementation Plan (CSCIP) for 2024 – 2025

School Site Name: Duarte

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
Shared Commitment, Understanding and Priorities	Engaging	Transforming - Regularly assess emerging needs to identify high-impact, low-effort opportunities. Engage stakeholders to take action on these needs, creating small, visible successes that build momentum and foster ongoing interest and investment in the community school strategy while progressing toward long-term goals.	EPS- number of students, staff, parents, and community participants	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.
Centering Community-Based Learning	Visioning	Engaging- Provide dedicated time and space for educators to address instructional challenges and ensure the curriculum is adapted to meet the diverse learning needs of vulnerable students, English learners, and students with learning differences.	EPS - number of interactions with students and staff	
Collaborative Leadership	Transforming	Transforming- Foster a culture of democratic decision-making by ensuring that all stakeholder voices are valued and included in the process. Routinely and transparently communicate how and why decisions are made, and by whom, to promote inclusivity and accountability within the school community.	EPS - Number of outreach to students, staff, parents, and community members. Advisory Council minutes.	
Sustaining Staff and Resources	Transforming	Transforming- Fully integrate the community school implementation plan into the SPSA and other school improvement plans, ensuring the school operates under one cohesive and aligned improvement strategy that drives continuous progress.	Attendance and participation at SSC meetings.	
Strategic Community Partnerships	Transforming	Transforming- Strengthen existing partnerships and cultivate new ones to provide a diverse array of resources, supports, and opportunities. Ensure these partnerships are aligned with strategies developed by priority teams and working groups, and adapt to the evolving strengths and needs of the local community.	EPS - number 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
Administrators	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	I will engage Administrators in the assets and needs assessment process by: Conducting 1:1 interviews with the principal and associate principal 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>
Educators	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	I will engage Educators in the assets and needs assessment process by: - By administering a digital survey during staff meeting - Hosting a meeting/forum to discuss findings from the Community Schools Survey - Conducting 1:1 interviews with educators and counselors to identify what they believe are school assets and areas of need.	
Classified staff	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	I will engage Classified staff in the assets and needs assessment process by: - By administering a digital survey during staff meeting - Hosting a meeting/forum to discuss findings from the Community Schools Survey - Conducting 1:1 interviews with the classified staff to identify what they believe are school assets and areas of need.	
Students	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	I will engage Students in the assets and needs assessment process by: - By administering survey during registration and the last month of school - Hosting a meeting/forum to discuss findings from the Community Schools Survey	

			Conducting 1:1 interviews with the students to identify what they believe are school assets and areas of need.	
Family members	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	I will engage Family members in the assets and needs assessment process by: - By administering survey during registration and the last month of school - Hosting a meeting/forum to discuss findings from the Community Schools Survey - Conducting 1:1 interviews with the family members to identify what they believe are school assets and areas of need.	
Community members	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	I will engage Community members in the assets and needs assessment process by: - By administering a digital survey through school communication/social media - Conducting 1:1 interviews with the community members to identify what they believe are school assets and areas of need.	

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
Group 1: Homeless and Foster Students	We plan to engage homeless students by scheduling an introduction meeting with each individual student to discuss the resources available through the Falcon Room, including access to basic needs such as canned foods, hygiene products, school supplies, and clothing. Additionally, students will be informed about Margaret's Place and its services. Upon request, we will arrange meetings with students or families to provide further information about available resources and assist in connecting them with support services within the Duarte community.	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 2: EL students	We plan to engage English Learner (EL) students by visiting all ELD classes to present information about campus resources, including the Falcon Room. All resource materials, such as hours of operation and policies, have been made available in both English and Spanish to ensure accessibility for EL students. Ensuring EL students are included in focus groups and one-on-one conversations.	

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.duarteusd.org/apps/pages/index.jsp?uREC_ID=3815921&type=d&pREC_ID=2468670
SPSA	https://docs.google.com/document/d/1G3-NyFjKboE6UCYhDsdq0SPox6PcQsqd/edit?usp=drive_link&oid=113619284880490656850&rtpof=true&sd=true
APR (2023-24)	https://docs.google.com/document/d/1DZWYqThU-BZdSWKP0PvOYmFDNI_9HJa-plAx7NsogHQ/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
1. By June 2025 Duarte High School will decrease the chronic absenteeism rate to 7% by implementing tiered strategies that address individual student attendance needs, including targeted interventions, family outreach, and increased support services.	During the 2023-2024 school year the chronic absenteeism rate was 10.6% (76 students). It went down to 16.8% (128 students). Maintaining good attendance in high school is crucial for several reasons, as it contributes significantly to a student's academic success, personal development, and future opportunities. This includes understanding and retention, preparing for college and future career, developing work ethic, and social and emotional development.	In the APR, you will reflect on the actions taken to meet these goals.
2. By June 2025, less than 10% of students at Duarte High School will be classified as uninvolved by increasing student participation in extracurricular activities, academic support programs, and school events.	At the end of the 2023-2024 school year 16.8% (65 students) were labeled as uninvolved in school activities. Reducing the number of uninvolved students in a high school is essential for creating a vibrant and supportive learning environment, promoting academic success, decreasing dropout rates, development of social skills, promotion of lifelong learning, prevention of behavioral issues, and preparing students for future opportunities.	

3. By June 2025, Duarte High School will increase family sense of support and collaboration by 10% by increasing family and community engagement. This includes Community Schools hosting 5 or more family workshops and/or community partnership events.	Increasing family and community engagement is essential as it fosters a supportive and collaborative environment that benefits students, families, and the broader community. Hosting family workshops and community partnership events aligns with this goal as it enhances student success, strengthens family-school connections, builds community support, empowers families, and creates collaborative problem-solving. By hosting at least five family workshops or community events, the school actively invests in these critical areas, creating a more integrated, supportive, and successful educational environment for all stakeholders. The question "I feel welcome to participate at this school" on the 2023-2024 CSI survey had the results of 54.2% (13 out of 24) answering Agree and/or Strongly Agree.	
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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 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Less than 7% of students will be labeled chronically absent (missing more than 10% of the school year)	Student Information System (Aeries) Attendance Data Reports Chronic Absenteeism Data	10.6% (76 students) were labeled as chronically absent in the 2022-2023 school year.	7% (approximately 53 students)	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Regularly review attendance data to identify students with chronic absenteeism or patterns of tardiness to understand the root causes. Personal phone call to appreciate improvement in their child's attendance.	Monthly
ECW	Host workshops that educate families about the importance of attendance and provide tips on routines, managing morning challenges, and strategies to support their child's readiness for school. Personal phone call to appreciate improvement in their child's attendance.	Once a semester
School Staff Member 1	Reach out to families through phone calls, text messages, or home visits to understand their needs and offer support. Personal phone call to appreciate improvement in their child's attendance.	As needed
School Staff Member 2	Connect families with community resources, such as transportation assistance, mental health services, or after-school programs that can help reduce barriers to regular attendance.	As needed
Community Partner 1	Collaborate with the school to create incentive programs that reward good attendance, such as recognition ceremonies, certificates, or small prizes, which can motivate students to attend regularly.	Bi-Weekly
Community Partner 2	Pair students with mentors who can provide guidance, encouragement, and accountability.	As needed

SMARTIE Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Less than 10% of students will have less than five 5-star points	Students will have more than five 5-star points.	16.8% (65 students) were labeled as uninvolved	10% or less students will be labeled as uninvolved	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Develop and distribute surveys to understand students' interests, hobbies, and barriers to participation.	Once a semester
ECW	Set up a dedicated space and keep up to date (physical bulletin board or digital platform) where students can access information about all available activities, including meeting times, requirements, and contact information.	As needed
School Staff Member 1	Pair interested students with older peers or mentors already involved in activities to provide guidance, answer questions, and ease the initial joining process.	As needed
School Staff Member 2	Showcase stories of students who have benefited from participating in activities through newsletters, social media, or school announcements, inspiring others to get involved.	Monthly
Community Partner 1	Coordinate with local partners to provide transportation, stipends, or other resources that help students overcome logistical barriers to participation.	As needed
Community Partner 2	Partner with the school to recognize and celebrate students involved in activities through awards, certificates, or public acknowledgments at community events.	3 times a year

SMARTIE Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Increase family sense of support and collaboration by 10%	Answer to CSI survey question "I feel welcome to participate at this school"	The question "I feel welcome to participate at this school" on the 2023-2024 CSI survey had the results of 54.2% (13 out of 24) answering Agree and/or Strongly Agree. Three workshops hosted	65% answering the CSI survey question "I feel welcome to participate at this school" Agree and/or Strongly Agree.	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Conduct surveys or focus groups with parents and community members to identify their needs and interests, which will inform the topics and types of events to be hosted. Establish strong relationships with teachers, school staff, and community leaders to encourage them to promote events and actively participate in the planning process.	As needed
ECW	Contact experts from the community, such as social workers, health professionals, educators, and local business owners, to lead workshops. Design flyers, social media posts, newsletters, and other promotional materials to advertise events, ensuring that information is accessible to all families in multiple languages if necessary. Directly outreach to families to personally invite families to attend.	As needed
School Staff Member 1	Plan the calendar of workshops and events, considering the best times and dates to maximize attendance	Monthly
School Staff Member 2	Collect feedback after each event to assess what worked well and what can be improved for future workshops, using this data to adjust plans.	As needed
Community Partner 1	Offer incentives such as child care, meals, transportation assistance, or raffles to encourage attendance and reduce barriers for families.	As needed
Community Partner 2	Use existing networks to bring in other organizations that can contribute to the workshops, such as local businesses, healthcare providers, or non-profits.	As needed

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
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	No		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 D. Expanded capacity to offer support
Mental health Screening and Services (2)	No		
Nutrition Services and Support (3)	No		
Academic Support (tutoring, specialist, etc.) (4)	Yes	Goal #1 - Academic support programs, such as tutoring, homework help, or study skills workshops, provide students with the assistance they need to better understand course material. This boosts their confidence in their ability to succeed, making them more motivated to attend school.	
Counseling Center (5)	Yes	Goal #2 - Counseling centers create inclusive environments where all students, including those who might feel marginalized or disconnected, can find support. This	

		inclusivity encourages participation by ensuring that students feel seen and valued, regardless of their background or personal challenges.	E. Collecting data and tracking improvement. You will also reflect on the funding source you are exploring to ensure the sustainability of each support.
Multi-Tiered System of Support (6)	Yes	Goal #1 - MTSS helps address behavioral issues that can lead to absenteeism by teaching students positive behaviors, self-regulation, and coping strategies. Behavioral supports reduce classroom disruptions, making the school environment more conducive to learning and attendance.	
Coordination of Services Team (e.g., COST team) (7)	Yes	Goal #1 - Behavioral supports such as mentorship programs, behavioral contracts, and positive behavior interventions that address issues like tardiness, skipping class, or disruptive behaviors that often lead to attendance problems.	
Before School (times/services) (8)	No		
After School (times/services) (9)	Yes	Goal #2 and #3 - After-school activities provide students with valuable opportunities to explore their interests, develop new skills, and connect with their peers in a supportive environment. By addressing academic, social, and emotional needs, these programs foster a greater sense of belonging and engagement, leading to increased student involvement both inside and outside the classroom.	
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	Goal #3 - Parent leadership opportunities directly influence workshop attendance by fostering a sense of ownership, enhancing communication, and creating a supportive community. When parents are empowered as leaders, they not only become more engaged themselves but also inspire and mobilize others, leading to higher and more consistent participation in workshops and other school events.	
Student Leadership Development and Opportunities (14)	Yes	Goal #2 - Student leadership opportunities are powerful tools for increasing student involvement in high school. By empowering students, enhancing their skills, fostering social connections, and creating a positive and inclusive school environment, leadership roles encourage greater engagement across all aspects of school life.	
Shared Decision-Making Bodies that center the voices of students, families and community (15)	No		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes	Goal #3 - Multiple modes of family communication and involvement are essential in aligning with parent workshops because they create effective, inclusive, and accessible channels for parents to engage with the school community. By using diverse communication strategies and encouraging various forms of involvement, schools can better connect with families, tailor workshops to their needs, and boost participation rates.	
Home Visits (17)	Yes	Goal #1 - Home visits can help improve high school attendance by building relationships between families and educators, and by identifying and addressing issues before they become problems	

Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	Yes	Goal #3 - The site will host workshops to address student and family needs. Workshops can offer age-appropriate guidance to help parents understand their child's emotional, academic, and cognitive behavior.	
Positive Behavioral Supports (19)	Yes	Goal #1 and #2 - Positive Behavioral Supports significantly enhance student attendance and involvement by creating a positive school climate, reinforcing desirable behaviors, and addressing challenges proactively. Through structured expectations, social-emotional learning, and family engagement, PBIS fosters an environment where students feel supported, motivated, and connected to their school community.	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	Yes	Goal #1 - Implementing restorative practices, such as mediation, peer circles, and conflict resolution, focuses on repairing harm rather than punishing students. These practices help students understand the impact of their actions, take responsibility, and build skills to prevent future issues, leading to improved behavior and fewer absences.	
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	No		
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)	Yes	Goal #1 - Having a family advisor can significantly increase student attendance by providing targeted support, fostering strong family-school relationships, and addressing barriers that prevent students from attending regularly. Family advisors act as a bridge between the school and home, offering personalized guidance, resources, and interventions that directly impact student engagement and attendance.	
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			