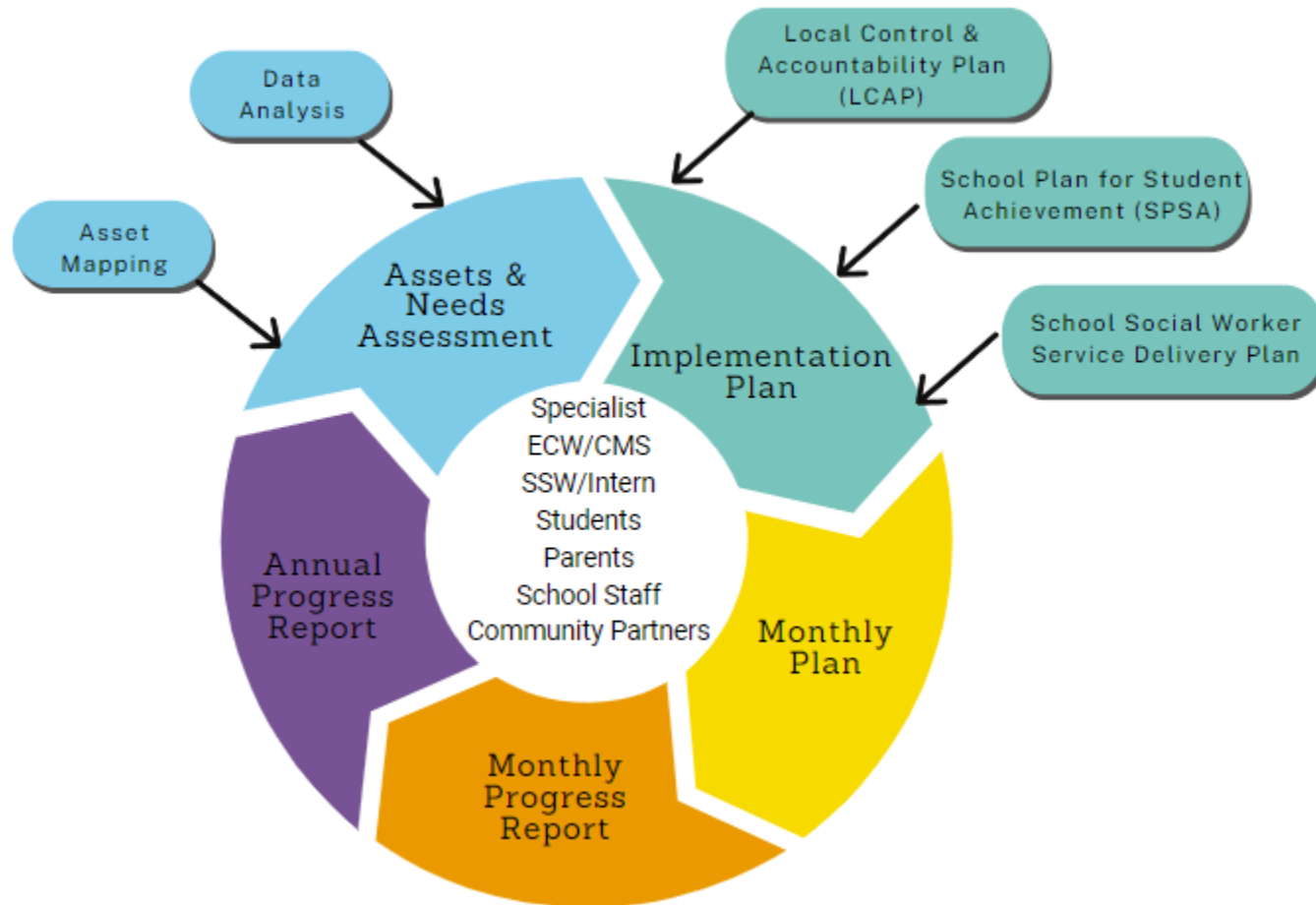


## Community School Council Implementation Plan (CSCIP) for 2025 - 2026

**School Site Name: Barry J. Nidorf School**

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                      | <a href="#">2025 COE Local Control and Accountability Plan Los Angeles County Office of Education Approved (1) (1).pdf</a> |
| SPSA                      | <a href="#">2024 SPSA Final Draft 11-8-24 204 PM.docx</a>                                                                  |
| APR (2024-25)             | <a href="#">CCSPP Annual Performance Report- School Sites - 2024-2025.docx</a>                                             |
| SSW Service Delivery Plan |                                                                                                                            |

#### 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                                     |
|--------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------|
| <b>Example: Administrators</b> | Yes                                                | <ul style="list-style-type: none"> <li>One-on-one interviews</li> <li>Meetings and forums</li> </ul> | 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 the extent to which</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"> <li>• Hosting a meeting/forum to discuss findings from the Community Schools Survey</li> <li>• Conducting 1:1 interviews with the principal and assistant principals</li> </ul> <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>you have engaged different school community groups and the processes you used to engage them.</i></p> |
| Adminis-<br>trators | Yes | <ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> </ul> | 2 | <p>Goal: 100% of group ( 2 out of 2 at the school) will be engaged</p> <p>Engagement Strategies: Administrators will be engaged in the asset and needs assessment process through:</p> <ul style="list-style-type: none"> <li>• Regular meetings between the Community Schools Coordinator and the principal/administration.</li> <li>• Discussion of Community Schools initiatives during leadership meetings.</li> <li>• Review of data related to academic performance, student engagement, and school climate.</li> </ul> <p>Progress Monitoring: Meeting notes and agendas will be documented and tracked in EPS.</p> | Identify school priorities related to academic performance, student engagement, and student support services. |                                                                                                             |

|                         |     |                                                                                                                                                                 |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                  |  |
|-------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Educators</b>        | Yes | <ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• SDMC Meetings</li> </ul>                                           | 11 | <p>Goal: 82% of group ( 9 out of Total 11 at the school) will be engaged</p> <p>Engagement Strategies: Teachers will be asked to provide feedback during SDMC and SSC meetings.</p> <p>Teachers will share input regarding academic supports, tutoring needs, and PBIS implementation.</p> <p>Teachers will provide feedback regarding student engagement strategies.</p> <p>Progress Monitoring: Meeting notes, survey responses, and participation logs will be documented.</p> | <p>Teacher perspectives on:</p> <ul style="list-style-type: none"> <li>• academic challenges students face</li> <li>• effective tutoring supports</li> <li>• strategies that improve student engagement and behavior.</li> </ul> |  |
| <b>Classified staff</b> | Yes | <ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Informal meetings</li> <li>• Staff meetings</li> </ul>             | 7  | <p>Goal: 86% of group ( 6 out of Total 7 at school) will be engaged</p> <p>Engagement Strategies: Classified staff will be invited to share feedback during staff meetings.</p> <p>Staff will provide input regarding student engagement and PBIS implementation.</p> <p>Progress Monitoring: Meeting notes and staff feedback logs.</p>                                                                                                                                          | <p>Insights regarding student behavior, engagement, and school climate.</p>                                                                                                                                                      |  |
| <b>Students</b>         | Yes | <ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Student Council Meetings</li> <li>• Informal interviews</li> </ul> | 77 | <p>Goal: 80% of group ( 62 out of 77 at the school) will be engaged</p> <p>Engagement Strategies: Students will provide input through surveys.</p>                                                                                                                                                                                                                                                                                                                                | <p>Student perspectives on academic support needs.</p> <p>Student feedback regarding school climate and engagement activities.</p>                                                                                               |  |

|                          |     |                                                                                                                                |         |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                 |  |
|--------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                          |     |                                                                                                                                |         | <p>Student representatives will participate in SDMC, SSC, and the Student School Council.</p> <p>The Community Schools Coordinator will conduct informal interviews with students.</p> <p>Progress Monitoring: Student participation logs, meeting notes, and survey responses.</p> | <p>Recommendations for improving programs and student leadership opportunities.</p>                                                                                             |  |
| <b>Family members</b>    | Yes | <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Phone calls</li> <li>• Town Hall gatherings</li> </ul>             | Unknown | <p>Goal: 80% of group ( 62 out of 77 at school) will be engaged</p> <p>Engagement Strategies: Engage families of students through outreach and communication.</p> <p>Progress Monitoring: Parent participation logs and survey responses.</p>                                       | <p>Family perspectives regarding:</p> <ul style="list-style-type: none"> <li>• student academic needs</li> <li>• transition planning</li> <li>• available resources.</li> </ul> |  |
| <b>Community members</b> | Yes | <ul style="list-style-type: none"> <li>• Collaborations with CBOs</li> <li>• Meetings with other community partners</li> </ul> | 2       | <p>Goal: 100% of group (2 out of 2 at school) will be engaged</p> <p>Engagement Strategies: Community partners will participate in discussions about student needs and available supports.</p> <p>Progress Monitoring: Meeting notes and partnership logs.</p>                      | <p>Identify resources and partnerships that can support students academically and socially.</p>                                                                                 |  |

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 intentionally engage this student and family group?<br>Provide a brief description.                                                                                                                                                                                             | End of Year Reflection                                                                                                                                                                   |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Example:<br>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: Students with disabilities.           | Students with disabilities will be engaged through surveys, informal interviews, and participation in the Student School Council to better understand their academic and social support needs.                                                                                                     |                                                                                                                                                                                          |
| Group 2: African American Students             | African American students will be engaged through student discussions and leadership opportunities to better understand their experiences at school and improve engagement strategies.                                                                                                             |                                                                                                                                                                                          |
| Group 3: Justice-involved Youth                | Students will be asked to provide feedback regarding school supports, academic needs, and reentry preparation to ensure programs address their unique needs.                                                                                                                                       |                                                                                                                                                                                          |

## Part 2: Due November 14, 2025

### Capacity-Building Strategies

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><br><br><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<br/># teachers who express intent or plans to integrate a community partner into a lesson or unit</i> |                                                                                                                                                                                 |
| <b>Shared Commitment, Understanding and Priorities</b> | Visioning              | The Community Schools Coordinator will collaborate with the principal and school leadership to ensure Community Schools priorities align with the LCAP and SPSA goals related to academic achievement, student engagement, and school climate.                                                                                                                                                                           | EPS; number of meetings with school leadership; documentation of Community Schools discussions in SDMC and SSC agendas.                                                                                                    |                                                                                                                                                                                 |
| <b>Centering Community-Based Learning</b>              | Visioning              | The Community Schools Coordinator will identify community-based partners that can support student learning experiences, mentorship, and engagement activities.                                                                                                                                                                                                                                                           | EPS; Number of partnerships developed; student participation in activities.                                                                                                                                                |                                                                                                                                                                                 |
| <b>Collaborative Leadership</b>                        | Visioning              | Students, staff, and community partners will participate in collaborative decision-making through SDMC, SSC, and the Student School Council.                                                                                                                                                                                                                                                                             | EPS; Number of meetings held and participation levels.                                                                                                                                                                     |                                                                                                                                                                                 |

|                                         |           |                                                                                                                                                                                      |                                                                       |  |
|-----------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--|
| <b>Sustaining Staff and Resources</b>   | Visioning | The Community Schools Coordinator will collaborate with school staff to identify resources and programs that support student success and well-being.                                 | EPS; Number of collaborative planning meetings; programs implemented. |  |
| <b>Strategic Community Partnerships</b> | Visioning | The Community Schools Coordinator will work to strengthen partnerships with community organizations that support student academic success, social-emotional learning, and mentoring. | EPS; Number of partnerships; activities implemented.                  |  |

## 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.

| <b>SMARTIE Goals</b>                                                                                                                                                                                                                         | <b>Explain why the CSC has developed this goal and how it relates to your Assets and Needs Assessment, LCAP, and SPSA.</b>                                                                                                                                                                                                | <b>End of Year Reflection</b>                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 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 30, 2026, BJN School will implement a targeted tutoring and academic monitoring system for students failing one or more courses, resulting in at least 60% of participating students improving their course grade or completing missing assignments required to pass a class.</p> | <p>Academic performance and course completion were identified as needs in the school's SPSA and LCAP. The SPSA analysis of California School Dashboard data shows that overall student performance in mathematics is in the "Orange" performance level, indicating the need for additional academic support and intervention. Additionally, the LCAP indicates that 0% of students in Juvenile Court Schools met or exceeded standards in English Language Arts and Math on CAASPP assessments, demonstrating a significant need for targeted academic interventions and tutoring support.</p> <p>Student demographic data also highlight the need for equitable academic supports. At Barry J. Nidorf School:</p> <ul style="list-style-type: none"> <li>• 100% of students are socioeconomically disadvantaged</li> <li>• 51.4% of students have disabilities</li> <li>• 23% of students are English learners</li> <li>• 71.4% of students identify as Hispanic/Latino and 25.7% as African American</li> </ul> <p>Because many students enter the program with interrupted schooling and academic gaps, the Community School Council identified the implementation of targeted tutoring and academic support systems as a priority strategy to improve course completion and academic progress. Targeted tutoring will provide students with additional academic support and opportunities to recover missing assignments.</p> |  |
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>2. By June 30, 2026, BJN School will strengthen youth voice and leadership by establishing and supporting student participation in the Shared Decision-Making Council (SDMC), School Site Council (SSC), and a Student School Council, ensuring that at least 6 students participate in leadership meetings and provide feedback on school programs, climate, and academic supports.</p> | <p>Student leadership and engagement were identified as priorities in the Community Schools framework and align with efforts to empower youth voice in school decision-making.</p> <p>This goal was developed to strengthen student engagement, leadership, and voice in school decision-making, which aligns with both the Community Schools model and the LCAP priority related to student engagement and school climate.</p> <p>The LCAP identifies that students in Juvenile Court Schools often experience significant barriers to engagement due to trauma, social-emotional needs, and disrupted educational experiences, which can negatively affect academic success and school connection.</p> <p>Providing students with opportunities to participate in leadership structures such as Shared Decision-Making Council (SDMC), School Site Council (SSC), and a Student School Council supports the development of student agency and belonging. These opportunities allow students to provide feedback on school programs, academic supports, and school climate initiatives.</p> <p>Additionally, the SPSA emphasizes the importance of stakeholder engagement and student input in school improvement planning, making student participation in leadership structures an important strategy for strengthening the Community Schools approach and improving student engagement.</p> |  |
| <p>3. By June 30, 2026, BJN School will strengthen student engagement and positive school climate by coordinating at least three student engagement initiatives that reinforce PBIS expectations, promote student connection to school, and recognize student achievement.</p>                                                                                                              | <p>School climate and PBIS implementation were identified as priorities in the SPSA and LCAP to improve student engagement and reduce behavioral incidents.</p> <p>This goal was developed in response to school climate and behavioral data identified in the SPSA and LCAP. The California School Dashboard data included in the SPSA indicates that the overall suspension rate for the school is in the “Orange” performance level, identifying school climate and behavior as areas requiring improvement.</p> <p>Additionally, the SPSA reports disproportionate suspension rates among some student groups:</p> <ul style="list-style-type: none"> <li>• 33.9% of students with disabilities were suspended at least one day</li> <li>• 27.4% of African American students were suspended at least one day</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>20.8% of Hispanic students were suspended at least one day</li> </ul> <p>This data highlights the need for strategies that promote positive school climate, student engagement, and behavioral supports.</p> <p>The LCAP also prioritizes the use of multi-tiered systems of support (MTSS), PBIS strategies, and social-emotional supports to improve student engagement and reduce suspensions.</p> <p>For this reason, the development of student engagement initiatives and PBIS-aligned activities as an important strategy to strengthen relationships, increase students' sense of belonging, and support positive behavior across the school.</p> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Measuring and Reporting Results

Identify the outcome measures you intend to use to assess your progress as it relates to your CSC goals. Please provide baseline data for the 2024-2025 school year and desired outcome for the 2025-2026 school year.

#### SMARTIE Goal Example

| Measurement of Effectiveness                                               | Method of Evaluation     | Baseline Data<br>2024-2025 | Desired Outcome<br>2025-2026 | End of Year<br>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                                         |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------|
| 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<br>-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<br>-Survey on belonging |

#### SMARTIE Goal 1

| Measurement of Effectiveness            | Method of Evaluation                          | Baseline Data 2024-2025              | Desired Outcome 2025-2026                                            | End of Year Reflection                                           |
|-----------------------------------------|-----------------------------------------------|--------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------|
| Course grades and assignment completion | Grade reports and tutoring participation logs | Students failing one or more courses | 60% of participating students improve grades or complete assignments | In the APR, you will reflect on your progress to meet this goal. |

| Personnel Responsible | Strategies, Actions, Tasks                                                                                                                                      | Timeline             | Method of Evaluation                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------|
| Specialist            | Develop the Targeted Academic Support Program<br><br>Coordinate tutoring services and identify students needing support<br><br>Track participation and progress | February - June 2026 | Tutoring participation logs<br><br>Grade monitoring<br><br>Assignment completion records |
| ECW/CMS               | N/A                                                                                                                                                             | N/A                  | N/A                                                                                      |
| School Social Worker  | N/A                                                                                                                                                             | N/A                  | N/A                                                                                      |
| Intern                | N/A                                                                                                                                                             | N/A                  | N/A                                                                                      |
| Teacher               | Identify students who would benefit from tutoring<br><br>Provide feedback regarding academic progress                                                           | Twice per month      | Grade reports<br><br>Teacher feedback                                                    |
| Academic Counselor    | Monitor student credit progress<br><br>Support coordination of tutoring services                                                                                | Quarterly            | Credit completion tracking                                                               |

**SMARTIE Goal 2**

| Measurement of Effectiveness                 | Method of Evaluation                                          | Baseline Data<br>2024-2025                 | Desired Outcome<br>2025-2026                                      | End of Year<br>Reflection                                        |
|----------------------------------------------|---------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------|
| Student participation in leadership meetings | Meeting attendance logs and documentation of student feedback | No formalized student leadership structure | At least 6 students actively participating in leadership meetings | In the APR, you will reflect on your progress to meet this goal. |

| Personnel Responsible | Strategies, Actions, Tasks                                                                                                          | Timeline                           | Method of Evaluation                                                    |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------|
| Specialist            | Establish the Student School Council<br><br>Recruit student representatives<br><br>Coordinate student participation in SDMC and SSC | February to June 20-26             | student leadership participation logs<br><br>meeting attendance records |
| ECW/CMS               | N/A                                                                                                                                 | N/A                                | N/A                                                                     |
| School Social Worker  | N/A                                                                                                                                 | N/A                                | N/A                                                                     |
| Intern                | N/A                                                                                                                                 | N/A                                | N/A                                                                     |
| Administrator         | Provide opportunities for students to share input during leadership meetings                                                        | Monthly meetings through June 2026 | meeting agendas<br><br>participation documentation                      |

**SMARTIE Goal 3**

| Measurement of Effectiveness                   | Method of Evaluation                                   | Baseline Data<br>2024-2025                | Desired Outcome<br>2025-2026                     | End of Year<br>Reflection                                        |
|------------------------------------------------|--------------------------------------------------------|-------------------------------------------|--------------------------------------------------|------------------------------------------------------------------|
| Student participation in engagement activities | Event participation records and staff/student feedback | Limited structured engagement initiatives | At least three engagement activities implemented | In the APR, you will reflect on your progress to meet this goal. |

| Personnel Responsible                | Strategies, Actions, Tasks                                                                                                                    | Timeline              | Method of Evaluation                             |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------|
| Specialist                           | Plan and coordinate student engagement activities<br><br>Collaborate with staff to promote positive school climate                            | February to June 2026 | event participation logs<br><br>student feedback |
| ECW/CMS                              | N/A                                                                                                                                           | N/A                   | N/A                                              |
| School Social Worker                 | N/A                                                                                                                                           | N/A                   | N/A                                              |
| Intern                               | N/A                                                                                                                                           | N/A                   | N/A                                              |
| Administrator                        | Assist with approval and coordination of schoolwide engagement initiatives                                                                    | February to June 2026 | Number of programs approved                      |
| Wellness Counselor                   | Collaborate on activities that support student engagement                                                                                     | February to June 2026 | Event documentation                              |
| Community Based Organizations (CBOs) | Collaborate with school on developing and participating in school events such as job fairs and showcase themselves at the graduation ceremony | February to June 2026 | Event documentation                              |

**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                            |
|--------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <a href="#">Example: Student Leadership Development and Opportunities (14)</a> | Yes                                       | <a href="#">Goal #1 – Increasing AA student sense of belonging by centering the voice of African American students</a> | In the APR, for the supports you answer “Yes” to, |

|                                                                                            |                   |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                            |                   | in leadership opportunities, such as the Black Student Union.                                                                                                                                           | <p>you will reflect on the phase of implementation as you end the year.</p> <p>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 and sustainability strategies you are implementing to ensure the sustainability of each support beyond the CCSPP grant cycle funding.</p> |
| Health Screening and Services (vision, dental, hearing, neurological, physical health) (1) | Yes- by Probation | Goal #3 – Increasing student engagement and positive school climate by ensuring students’ physical health needs are addressed so they are better able to participate in school activities and learning. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Mental health Screening and Services (2)                                                   | Yes- by DMH       | Goal #3 – Increasing student engagement and positive school climate by providing mental health services that support students’ emotional wellbeing and ability to participate positively in school.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Nutrition Services and Support (3)                                                         | Yes- LACHS        | Goal #3 – Increasing student engagement and school readiness by ensuring students have access to consistent nutrition services that support physical health and participation in school activities.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Academic Support (tutoring, specialist, etc.) (4)                                          | Yes               | Goal #1 – Increasing academic success for students failing courses through targeted tutoring and academic support that helps students complete assignments and improve course grades.                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Counseling Center (5)                                                                      | Yes               | Goal #3 – Increasing student engagement and positive school climate by providing counseling services that support students’ social-emotional needs and help address barriers to learning.               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Multi-Tiered System of Support (6)                                                         | Yes               | Goal #3 – Increasing student engagement and positive school climate by providing tiered academic, behavioral, and social-emotional supports to help students remain engaged and successful in school.   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Coordination of Services Team (e.g., COST team) (7)                                        | No                | N/A                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                           |     |                                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Before School (times/services) (8)                                                                                                        | No  | N/A                                                                                                                                                                                                             |  |
| After School (times/services) (9)                                                                                                         | No  | N/A                                                                                                                                                                                                             |  |
| Summer Programs (10)                                                                                                                      | No  | N/A                                                                                                                                                                                                             |  |
| During School (learning pathways, differentiated instruction, lab times, etc.) (11)                                                       | Yes | Goal #1 – Increasing academic success for students failing courses by providing additional instructional supports and differentiated learning opportunities during the school day.                              |  |
| Teacher Leadership Development and Opportunities (12)                                                                                     | No  | N/A                                                                                                                                                                                                             |  |
| Parent Leadership Development and Opportunities (13)                                                                                      | Yes | Goal #2 – Expanding youth and family voice in school decision-making by providing opportunities for families to participate in school leadership and engagement activities.                                     |  |
| Student Leadership Development and Opportunities (14)                                                                                     | Yes | Goal #2 – Expanding youth voice through student participation in SDMC, SSC, and the Student School Council, giving students opportunities to contribute to school decisions and initiatives.                    |  |
| Shared Decision-Making Bodies that center the voices of students, families and community (15)                                             | Yes | Goal #2 – Expanding youth voice and collaborative leadership through student participation in SDMC, SSC, and the Student School Council, allowing students to provide input on school programs and initiatives. |  |
| Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16) | Yes | Goal #2 – Expanding family engagement and participation in school decision-making by providing multiple opportunities for families to communicate with school staff and participate in school discussions.      |  |
| Home Visits (17)                                                                                                                          | No  | N/A                                                                                                                                                                                                             |  |

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| Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)                                                       | No  | N/A                                                                                                                                                                                                                                                        |  |
| Positive Behavioral Supports (19)                                                                                             | Yes | Goal #3 – Increasing student engagement and positive school climate through PBIS strategies that promote positive behavior and reinforce expectations.                                                                                                     |  |
| Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20) | Yes | Goal #3 – Increasing student engagement and school climate by implementing restorative and preventative discipline practices that help students remain connected to school.                                                                                |  |
| Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)                  | Yes | Goal #3 – Increasing student engagement and positive school climate by teaching students social-emotional skills that support self-regulation, relationships, and positive behavior.                                                                       |  |
| Project-Based Learning (22)                                                                                                   | Yes | H Goal #1 – Increasing academic success by providing engaging learning experiences that help students apply academic skills and remain motivated in their coursework. BJN is an RTSA site with academic curriculum cornerstones in project-based learning. |  |
| Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)                                                             | No  | N/A                                                                                                                                                                                                                                                        |  |
| Community-Based Curriculum, Pedagogy, and Projects (24)                                                                       | No  | N/A                                                                                                                                                                                                                                                        |  |
| Personalized Learning Plans (25)                                                                                              | No  | N/A                                                                                                                                                                                                                                                        |  |
| Performance Assessments (e.g., capstones, portfolios, etc.) (26)                                                              | No  | N/A                                                                                                                                                                                                                                                        |  |
| Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)               | No  | N/A                                                                                                                                                                                                                                                        |  |

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|------------------------|--|--|--|
| Other: (Write in) (28) |  |  |  |
| Other: (Write in) (29) |  |  |  |
| Other: (Write in) (30) |  |  |  |