

**Form A: Applicant Info Sheet**  
**2023–24 California Community Schools Partnership Program:**  
**Implementation Grant, Cohort 3**

Please complete the following:

**Local Educational Agency (LEA) Name:** Live Oak Elementary School District

**LEA's County-District-School Code:** 44697650000000

**Primary Contact:**

**Name:** Dr. Daisy Morales  
**Title:** Superintendent  
**Phone:** 831-475-6333 or cell 408-857-4767  
**Email:** dmorales@losd.ca

**Secondary Contact:**

**Name:** Gabriela Cruz  
**Title:** Community School Coordinator  
**Phone:** 831-475-6333  
**Email:** gcruz@losd.ca

**Fiscal Contact:**

**Name:** Hanwool Kim  
**Title:** Assistant Superintendent of Business Services  
**Phone:** 831-475-6333  
**Email:** hkim@losd.ca

If applicable, as described in California *Education Code (EC)* Section 8901(i)(2), if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

We would like to be a consortium of schools (all our schools) within our LEA. Our schools need factors to be addressed by the community schools are as follows:

**Shoreline Middle School** has 62% of students considered socioeconomically disadvantaged, 20% have a disability, 19% are classified as English Learners, and .08% are Long-term English Learners. Shoreline's overall chronic absenteeism rate is very high at 28.8%. The majority of students are below grade level standards in English Language Arts at 54% and at 70% for Mathematics. Of great concern, 91% of English Learners are below standard in ELA and 96% are below standard in Math.

**Del Mar Elementary School** has 51% of students considered socioeconomically disadvantaged, 19% have a disability, and 30% are classified as English Learners. Del Mar's overall chronic absenteeism rate is very high at 40.4%. The majority of students are below grade level standards in English Language Arts at 53% and at 62% for Mathematics. Of great concern, 85% of English Learners are below standard in ELA and 87% are below standard in Math.

**Green Acres Elementary School** has 51% of students considered socioeconomically disadvantaged, 21% have a disability, and 23% are classified as English Learners. Green Acres' overall chronic absenteeism rate is very high at 28.3%. The majority of students are below grade level standards in English Language Arts at 46% and at 62% for Mathematics. Of great concern, 84% of English Learners are below standard in ELA and 91% are below standard in Math.

**Live Oak Elementary School** has 52% of students considered socioeconomically disadvantaged, 14% have a disability, and 39% are classified as English Learners. Live Oak's overall chronic absenteeism rate is very high at 37.9%. The majority of students are below grade level standards in English Language Arts at 47% and at 58% for Mathematics. Of great concern, 68% of English Learners are below standard in ELA and 83% are below standard in Math.

**Ocean Alternative School** has 37% of students considered socioeconomically disadvantaged, 7% have a disability, and 4% are classified as English Learners. The majority of students are below grade level standards in English Language Arts at 46% and at 70% for Mathematics.

If applicable, if the LEA is applying as part of a consortium, as described in *EC 8901(c)*, list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

We are one LEA with all schools applying. We are requesting to be a consortium of schools doing this work.

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC 8901(d)*, with which the LEA will partner:

Live Oak Elementary School District (LOSD) whole-heartedly embraces the Community School strategy. The district has brought together Community-Based Organizations (CBOs) and created the LOSD Community Partner Consortium to facilitate the integration of our CBOs and their services into our schools.



Our CBOs are in full support of all our schools becoming Community Schools and being included in the LEA consortium. Here is a list of our CBOs who are committed to continue partnering with the district. Some wrote letters of support and commitment:

First District Supervisor, Manu Koenig - [link to letter of support](#)  
Santa Cruz County Office of Education - [link to letter of support](#)  
Santa Cruz Central Fire - [link to letter of support](#)  
Santa Cruz Cradle to Career - [link to support letter](#)  
Live Oak Education Foundation - [link to support letter](#)  
Arts Council of Santa Cruz - [link to support letter](#)  
Life Lab Org - [link to support letter](#)  
O'Neill Sea Odyssey - [link to support letter](#)  
Santa Cruz Community Health - [link to support letter](#)  
Second Harvest Food Bank - [link to support letter](#)  
First Five of Santa Cruz - [link to support letter](#)  
Boys & Girls Club - [link to support letter](#)  
Salud y Cariño - [link to support letter](#)  
Santa Clara County Office of Education Migrant Education Program - [link to support letter](#)  
United Way of Santa Cruz  
Senderos  
Live Oak Family Resource Center  
Soquel Creek Water District's  
Live Like Coco  
Portola Library  
Dientes  
Friends of Santa Cruz Parks  
Live Oak Little League  
Positive Discipline CR  
Santa Cruz County College and Career Collaborative

### **Statement of agreement**

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *EC* sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2023–24 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school site identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

LEA Name: Live Oak Elementary School District

DocuSigned by:  
Dr. Daisy Morales  
Click or tap here to enter text. 2/5/2024  
E-Signature of LEA Superintendent - Dr. Daisy Morales Date

School site 1 Name: Shoreline Middle School

DocuSigned by:  
Colleen Martin  
Click or tap here to enter text. 2/2/2024  
E-Signature of Site Principal - Colleen Martin Date

School site 2 Name: Live Oak Elementary

DocuSigned by:  
Greg Stein  
Click or tap here to enter text. 2/5/2024  
E-Signature of Site Principal - Greg Stein Date

School site 3 Name: Del Mar Elementary

DocuSigned by:  
Maria Y. Leon  
Click or tap here to enter text. 2/2/24  
E-Signature of Site Principal - Maria Y. Leon Date

School site 4 Name: Green Acres Elementary

DocuSigned by:  
Rebecca Dominguez  
Click or tap here to enter text. 2/5/2024  
E-Signature of Site Principal - Rebecca Dominguez Date

School site 5 Name: Ocean Alternative

DocuSigned by:  
Mary Sauter  
Click or tap here to enter text. 2/5/2024  
E-Signature of Site Principal - Mary Sauter Date

## **FORM B: LOSD PROJECT ABSTRACT**

All of the schools in Live Oak Elementary School District (LOSD) meet seven out of the eight competitive priorities, the only one lacking is the unduplicated students' percentage. All our schools serve over 50% of unduplicated pupils. LOSD meets all four cornerstone commitments, as shown below.

### **Vision and Community School Alignment**

LOSD is an LEA made up of five schools: three elementary, one middle school, and an alternative school. These schools are dedicated to facilitating community school activities within their respective learning communities, with the support of the district office and community-based organizations. Each school is submitting its unique California Community School Partnership Program (CCSPP) implementation plan application, based on its specific needs and assets. Additionally, they will actively engage in comprehensive professional development and share promising practices and resources. Geographically, the schools are located within 2 miles of each other. We are a small, tightly-knit community with many aspects of the CCSPP framework but need to go deeper and systematically, operationalize all the aspects of fully functioning community schools. Due to our small size and proximity to each other and to be good stewards of the funds provided to us, LOSD does many events at a district level to reach the entire community. Each school has its own culture and continues to provide events and activities to meet the needs of its specific community.

In 2021-2022, LOSD initiated a community school framework that was further developed through discussions and input from our community through the CCSPP planning grant completed in 2023. The culmination of this planning process is reflected in the five implementation plans included with this proposal. LOSD and its schools are committed to maintaining its current activities and expanding initiatives to address evolving needs.

The LOSD Board of Trustees, staff, parents, and community partners, envision that graduates of LOSD *will have the confidence, knowledge, and ability to pursue their dreams and realize their full potential. All students will have the courage, character, and compassion to make a meaningful impact in the world.* [LOSD has refined its core values](#) to include belonging as part of the [diversity, equity, inclusion, and belonging work](#). Belonging is a principle outcome as we *engage the full potential of all individuals, where innovation thrives, and views, beliefs, and values are integrated.*

### **Demonstrated Need at LOSD**

LOSD has significant need in the demonstrated needs elements and through additional data collected during planning. In conducting the asset and needs assessment for each school, the Community School team found that across students, staff, and parents, the top identified areas of need are mental health support, extended enrichment opportunities, and academic support. Student surveys highlighted the following top needs: academic support, after-school enrichment programs including opportunities to engage in low to no-cost sports, and mental health support for students. Parent surveys identified the top needs of mental health support for families, building community connections in and around the school day, and access to vital resources including food, shelter, and basic necessities. Staff surveys indicated the highest needs are professional development, collaborative leadership practices, behavioral supports, and social-emotional learning.

Form A detailed the demographic needs of each school.

The [San Francisco Chronicle](#) (June 28, 2023) wrote an article sharing that the 2023 *Out of Reach Report* published annually by the National Low Income Housing Coalition has stated that the Bay Area and surrounding areas are the least affordable places to live with Santa Cruz County vaulting over the San Francisco area as the most expensive place to live in California. In Santa Cruz, LOSD's service area, 7% of households are overcrowded (multiple families living together in small rental units), almost as high as 8.2% of California according to the American Community Survey 5-Year, 2021. Additionally, over 60% of our families are Hispanic, the race in the county with the highest level of poverty 10.6% compared to the county average of 5.9% (Data Share Santa Cruz County). We know that our schools are our community's most valuable public resource. They provide our children a place to thrive and our families a place to gather and grow together. This further underscores the urgent need for LOSD to expand access to integrated services through a community school approach (CP2).

### **Community School Programs and Services**

LOSD wholeheartedly believes in serving the whole-child. To provide a framework for this alignment, LOSD adopted the whole-child framework from *Design Principles for Schools: Putting the Science of Learning and Development Into Action* created by the Learning Policy Institute (<https://k12.designprinciples.org/why-design-principles>). The framework has five principles: 1) Positive developmental relationships, 2) Environments filled with safety and belonging, 3) Rich learning experiences and knowledge development, 4) Development of skills, habits, and mindsets, and 5) Integrated support systems. These are assisting us in aligning services and resources in full support of a student's development. A team of our teachers worked to show how what [we do aligns to the five principles](#).

We know that a strong student support system cannot make up for a weak instructional program that fails to meet the individual developmental and learning needs of students, holistically including their academic, social, and emotional needs. We endorse effective teaching strategies that elevate student motivation and voice, skill mastery, and independent learning. As part of our plan for continuous improvement, we are developing a systematic walkthrough observation tool to guide and focus our work as we visit classrooms and observe teacher practice. Our strong PBIS system also plays a critical role in boosting student motivation through rewards for positive behavior and academic accomplishments.

These five *Design Principles for Schools* directly align with the Science of Learning Development framework as it includes supportive environmental conditions that foster strong relationships utilizes productive instructional strategies that cognitively challenge students, incorporate social and emotional learning with skills, habits, and mindsets, and all services provided to students are done so in a strategic and tiered support systems of supports. LOSD received the MTSS grant and staff are currently working on certifications and learning about providing a robust support system to students. We advocate for a supportive environment conducive to building solid connections, achieved by staff training in trauma-aware Positive Behavioral Interventions and Supports (PBIS), restorative disciplinary practices, implementing Social-Emotional Learning (SEL) for our students, conducting home visits to strengthen

family ties, and forming partnerships for mental health support, such as with Santa Cruz Community Health.

Our community school framework is grounded in [diversity, equity, inclusion, and belonging \(DEIB\) work](#). We believe diversity to be a fact. Equity is a choice, Inclusion is an action. Belonging is the only outcome. We are ensuring that students have access to what they need and in a space and environment where they can be their own authentic self. Every child and guardian being able to say they belong in our schools is the ultimate goal. With this goal in mind, LOSD has engaged in anti-racist education work. As recipients of the Anti Bias grant this year, we are working with a consultant to assist us in systematically developing policies and protocols to help us address anti-bias and antiracist situations and help us train our educators. Professional development in culturally and linguistically sensitive teaching, understanding cultural archetypes, exploring the sociopolitical landscape, and addressing microaggressions in educational settings would go a long way to ensuring that LOSD delivers impactful, culturally aware, and fitting instruction and breaks down barriers that might keep students from feeling like they don't belong.

### **Community School Pillars**

#### **Integrated student supports**

Our methodology for providing services is that of integration, as it is the only way to fully provide equitable services to students. We are more effective and efficient when we integrate services that address the whole-child. We are providing a loving, caring educational environment where students feel like they belong and where they are well-known and well-served. For the last three years, we have begun the school year using Santa Clara County's initiative of "My Name, My Identity." At all schools, we ensure that all students' names and pronouns are used and respected. Students do various activities in which they share about who they are and how they want to be known. These activities are also provided throughout the year. At three of our schools, through a partnership with Santa Cruz Community Health, we have added three social workers to support the high social and mental health needs. We are pursuing a partnership with an optometrist to expedite eye exams and glasses students need.

#### **Extended learning time and opportunities**

With the ELOP funding provided by the state, we have been able to provide parents with something they have been requesting for many years, full childcare. We are currently providing extended learning opportunities from 7:30 am to 6:00 pm and serving 505 students, which is 41% of our K-6 students. We are also providing extended opportunities during other breaks during the school year and providing a robust summer school program. This coming year's focus is math with an engaging Olympics Theme. LOSD has created its own program and hired the staff. The afterschool program consists of three components: homework assistance, physical activity, and enrichment. The district has partnered with the Live Oak Wrestling Club to provide students with the opportunity to experience and learn the disciplines and skills that come with learning to wrestle. Tae Kwon Doe, provided by a community partner, is another class in which students are learning about mindfulness and controlling their bodies. We hired one of our teachers to teach a video club to learn about how to record and produce movies. Another employee is providing Folklorico classes and they will be performing at the end of the quarter. With a partnership with Nourishing Generations,

students are learning about nutrition and following recipes. Our LOSD Nutrition Department, with matching funds, has started a Food Lab program where students learn to take the produce from our Life Labs and make food that is then prepared in our central kitchen for consumption by all students.

#### Family and Community Engagement

In 2022, LOSD embarked on a journey of reaching out to parents in new ways with the focused purpose of hearing their voices and empowering them in decision-making. We spent the year listening and learning from our families who have historically felt unseen and unheard.

During last year's planning process (2022-2023), a strategic plan was created by the Champion parents with facilitation from district leadership. The strategic plan included a FACE Director and a family liaison at each of our schools and six district-wide events, which parents help lead. During this first year, we set out to gain trust and build community amongst our families. We walked the halls, asked curious questions, and made sure to actively make connections with each family. Our goal is to take this next year and dive deeper into building up our connections with families to ensure that all families feel heard and welcomed at LOSD. We currently have three spaces for families and staff to engage in conversation and collaboration for change. These spaces are Racial Equity and Justice, LGBTQIA+, and Families of Special Education community groups. Our district events are:

- Back to school BBQ - 270 attendees == with 24 Community Partners participating (Some of them were –Second Harvest Food Bank, Adult Education, Public Libraries, Live Oak Education Foundation, Santa Cruz Sheriff, Central Fire, Mid County Soccer, Life Lab, and many more.)
- Caregiver University - 37 attendees == with 9 Community Partners participating (Some of them were Santa Cruz Health Center, Dientes Community Dental, Arts Now, Second Harvest Food Bank, Harbor High School Leadership and Medical Tech class, Life Lab.)
- December Thank you to caregivers - 150 reached each comprehensive school and 36 at the alternative school
- Amor a la Lectura - 331 attendees == with 5 Community Partners participating (Some of them were Free Books for Kids, Santa Cruz Sheriff, Central Fire, Public Libraries, and Harbor High Leadership Class.)
- Dia del Niño - 971 attendees == with 55 Community Partners participating (Some of them were 50 local businesses including restaurants, stores, and gyms. Central Fire, Santa Cruz Sheriff, Boys and Girls Club, Live Like Coco, Cradle to Career.)
- Parent Square training at each individual school - 30-50 attendees

Also as part of the planning process, the District Community School Advisory Council (D-CSAC) was created and led by our Community School Coordinator who was hired in the spring of 2023. This year, the numbers have increased and so far we have had:

- Back-to-school BBQ - 450 attendees = with 30 Community Partners participating (6 new community Partners included- COE, Free Books for Kids, Dientes, Santa Cruz Health Center, Live Oak Wrestling Club, Live Like Coco, Santa Cruz Immigration.)
- Caregiver University >> renamed Community Wellness Day - 75 attendees = with 8 Community Partners participating including- Harbor High Medical Tech class,



Dientes Community Dental, Santa Cruz Health Center, Second Harvest Food Bank, Life Lab, Live Like Coco, Free Books for Kids, Cradle to Career

- Topics included: Preventative Health with Santa Cruz Community Health, Gardening with Life Lab, Oral Health with Dientes Community Dental, Art with Art Now, Mental Health, and Nutrition.
- Thank you to Parents and Caregivers who served 150+ families and 50+ staff at our sites.

During these events, parents/caregivers are always giving us input on how to better serve the community. Assessments to gauge community school needs were conducted throughout the year. These assessments included input, qualitative and quantitative, with students, parents/family members, and staff to discuss their feelings of belonging at school, their aspirations for a "Community School," their participation in decision-making, strategies for fostering trust, and the required support services. LOSD will continue to encourage conversation with parents, caregivers, and the community to bring in the support and services needed by our families.

The district also created the LOSD Community Partner Consortium with over 25 organizations in the area committed to the work of community schools. The partners have participated in deep dives into the CCSPP framework, including the four pillars, four learning conditions, four cornerstone commitments, and four proven practices.

Also as part of the planning process, the District Community School Advisory Council (D-CSAC) was created and led by our Community School Coordinator who was hired in the spring of 2023.

LOSD, district-wide, received a high response rate on surveys as shown in the chart below. This demonstrates our collective commitment to the community schools model.

Schools	Families	Students TK-2nd	Students 3-5th	Students 6-8th	Staff
Ocean Alternative	79.4%	60%	77.8%	77.8%	100.0%
Shoreline Middle School	75.7%	-----	-----	78.4%	90.4%
Green Acres Elementary	82.8%	91.7%	88.8%	-----	70.5%
Live Oak Elementary	79.8%	94.5%	85.3%	-----	88.6%
Del Mar Elementary	78.2%	84.6%	75.3%	-----	76.2%

The surveys indicated that LOSD has successfully established a solid foundation for a Community School, as evidenced by the data presented below.

Survey questions	Agree/strongly agree
The school uses inclusive settings and socially supportive learning opportunities that celebrate your cultural identity and communicate student belonging.	95% of families 89% of 6-8th grader 93% of 3-5th grader



School-wide activities and events that model and encourage diversity, equity, inclusion, and belonging.	95% of families 91% of 6-8th grade 93% of 3-5th grade
Is the school communication responsive, consistent, and culturally relevant (origin and lifestyle)?	94% of families 90% of 6th-8th graders

### Collaborative leadership and Practices for Educators and Administrators

Through collaborative efforts and leadership among educators and administrators, LOSD has cultivated a district and school culture dedicated to transforming from a traditional educational model to a community-based school that embraces a whole-child approach to foster student success. We are committed to ongoing investment in comprehensive professional development (PD) initiatives aimed at enhancing staff capabilities in addressing students' mental and behavioral health needs, applying trauma-informed strategies, promoting social-emotional learning, and adopting restorative justice methods. Our PD plan encompasses training from the Santa Cruz County Office of Education on PBIS to nurture a positive school environment. Teachers receive training and support on SEL from our MTSS coordinator. The CA MTSS Pathway Certification further educates our team on SEL fundamentals, the impact and advantages of SEL for students, trauma-aware practices, and handling Adverse Childhood Experiences (ACEs). With the help of a future TOSA, we hope to develop a community-based curriculum and align it with our newly adopted Social Studies curriculum. Our community is rich in history and we want to educate our students on the assets in our community.

### **School Climate, Authentic Relationships, Student-Centered Instruction, & Collaborative Decision Making**

We're committed to continuing to provide racially just and restorative school climates through professional development in PBIS, restorative justice practices/strategies, and trauma-sensitive classrooms/schools that provide spaces of belonging. Our teams participate in comprehensive PBIS training from the County Office of Education and our MTSS Coordinator is providing 1:1 support to teachers. We are further receiving training through the CA MTSS Pathway Certification, covering a wide range of topics to improve school climate and practices, including the relationship between MTSS, PBIS, RTI2, and SEL. By concentrating on enhancing the leadership capabilities of our school staff to cultivate a positive, belonging environment, LOSD is developing a resilient and enduring community school model. These initiatives aim to establish a fair, restorative, and culturally responsive student behavior system, alongside schoolwide activities to celebrate achievements and address chronic absenteeism. We are working to empower staff to lead and foster a sustainable community school model. LOSD also informs parents and students of attendance policies specified in the Student/Parent Handbook to reduce chronic absenteeism. This year we did a targeted attendance campaign to address this concern. LOSD tracks climate improvements through surveys

LOSD has implemented various strategies to strengthen genuine connections among students, staff, families, and the wider community. The implemented strategies include creating a Family and Community Engagement team led by our Family and Community Engagement Director and now assisted by our Community School

Coordinator (CSC) overseeing 5 Family Liaisons engaging with each school community. LOSD is committed to continuing to invest in our FACE team to continue to serve our families and the community at large. Building relationships begins with open communication, actively listening to the needs and interests of all involved, and purposefully integrating new partners and resources to address those needs. The FACE Team, which includes our FACE Director, CSC, and Family Liaisons, invests in personal interactions with students through home visits and phone calls while encouraging student engagement in decision-making groups. Staff participation in school events further enriches these bonds. The CSC's role will grow to support schools and teachers on a regular basis. LOSD has developed a committed team eager to support and engage with our students, prioritizing emotional connections. The engagement initiatives emphasize asset-driven practices that celebrate the diverse cultures and languages of our students and families to affirm their identity, offering activities like Saga Club, sponsoring cultural events like Dia de los Muertos, and celebrating African American History Month, and Women's History Month.

LOSD emphasizes a collective approach to decision-making, utilizing various platforms, such as the District's Parent Advisory Council / Champion Parents, Racial Justice and Equity parent group, Parents of Multilingual Learners, LGTBIA+ parent group, and Families of Special Education community group. We also have a robust Community Partner Consortium which allows us to collaborate and provide services to the schools. Students enhance their leadership capabilities and engage in governance through the Racial Equity Group and our newly started Civic Club. The participation of parents, staff, the local community, and partners has been crucial in formulating each school's Implementation Plans, ensuring it aligns with the needs of both the schools and its community.

### **Reflection and assessment for continuous improvement**

LOSD is committed to more purposefully engaging with cycles of improvement at each school through doing Plan, Do, Study, Act (PDSA) sessions, a research-based continuous improvement process to identify action steps for improvement tracked by metrics, specific staff responsibilities, and a deadline. Each school has written theories of actions that will be part of their continued growth and development. From those theories and the PDSA sessions, we will see what is working and what is not. This, along with continued work with the needs and assets assessment, will allow us to chart a path forward to providing better services and support for our students and families. We will also continue the following reflection and assessment activities: 1) Community school needs assessment activities, including surveys, focus groups, and asset mapping. 2) SEL assessments are being developed to be administered to students and staff. Consistent administration of these assessments will allow LOSD to pinpoint specific areas of need and identify what has worked well to achieve improvements in SEL competencies. School staff, site administrators, the FACE Director, and the CSC will use this data to change programming and identify needed partners/services. 3) School climate assessments are administered twice each year to students and once a year to staff and parents and guide the development of the upcoming year's Positive Behavioral Interventions and Supports (PBIS) activities to address the highest areas of need. 4) Network quarterly meetings between the FACE Team (director, family liaisons, and CSC) with the County Office of Education Family Engagement coordinator to

collaborate and troubleshoot needs in the community. Also, weekly meetings of the FACE team to discuss how to provide effective and efficient support to schools based on their needs assessments. 5) Community school updates to be included in staff meetings and district professional development days, which occur twice a month. 6) LOSD continues to learn from Anaheim Unified School District leaders, which operates a model community school that excels at implementing the CA Community Schools Framework. 7) LOSD is also participating in the state's Community Engagement Initiative as part of the CA Statewide System of Support for LEAs to authentically engage and learn from one another.

The LOSD leadership team made up of all site principals, directors, and the CSC, conducts annual year reflections and next steps. This also includes plans for the coming year. Each year, we launch the year together with a focus and goal. Each school leader works on their theory of action implementing cycles of Plan-Do-Study-Act (PDSA). Going forward, this process will include revising each school's implementation plan, including the sustainability section.

#### **Four cornerstones commitments**

In LOSD, we are wholeheartedly committed to the CCSPP cornerstones and to serving students in a whole-child approach as we team up with parents in raising globally conscious students supported by our community-based partners. Our dedication to ensuring we lift the assets and strength in our community is evident in the above information. We have placed a dedicated focus on this since 2022, when we created the FACE Strategic Plan, and have been purposeful in providing parents a voice and decision-making authority to request the hiring of a team to support families and the school community. Likewise, in 2021, the Board of Trustees wrote a resolution that was a call to action to embrace an anti-racist model of education. We are working with community partners and consultants to ensure our schools provide environments that are racially just and where restorative practices are used and embraced as an alternative to punitive measures. As we progress on our journey of becoming anti-racist educators, we must provide students with powerful and culturally relevant instruction. The district has invested significant resources in purchasing books that represent our students. This year, we adopted two new curriculums, one for English Language Development and one for Social Studies. As part of the selection process, we utilized an equity rubric to ensure that the curriculum was culturally relevant and sound. Professional development to staff has been provided regularly around the culturally proficient framework. This includes taking a group of 115 staff and parents to the Los Angeles Museum of Tolerance's Anti-Bias School Culture and Climate Institute. In the last two years, as more and more parents and community partners have been invited to the "table" to collaborate with us and make decisions, we are shifting the narrative and empowering parents and families to make decisions for the school communities. We continue to engage with our community so we can serve them well.

# CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

November 2023

## PURPOSE

The California Community Schools Partnership Program (CCSPP) LEA and Site Participation Sheet lists all the proposed local educational agency (LEA) and school sites planned to be included in the CCSPP Implementation Grant project.

## DOCUMENT INSTRUCTIONS

The Site Participation Sheet requires completion of the following worksheet tabs:

1) LEA Information; and 2) School Information.

**1. LEA Information:** Enter the following information: 1) LEA Name; and 2) Applicant LEA County and District Code. List the applying/lead LEA first followed by the other LEA partners.

**2. School Information:** Enter the following information: 1) The School Site Name; and 2) School Site LEA County-District-School (CDS) Code.

## DOCUMENT SUBMISSION

Email original to the California Department of Education (CDE). For questions regarding this report, email the CDE Community Schools Office at:

[CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)

### Local Educational Agency (LEA) Information (list applying agency first)

[illegible]

## School Information

[illegible]

## CCSPP Attachment II: Budget Worksheet - Instructions

California Department of Education - November 2023

### PURPOSE

The California Community Schools Partnership Program (CCSPP) Budget Worksheet is for the CCSPP Implementation Grant, Cohort 3 application.

### DOCUMENT INSTRUCTIONS

The Budget Worksheet requires completion of the following worksheet tabs:

1) Applicant Information; 2) Contact Information; 4) Year 1; 5) Year 2; 6) Year 3; 7) Year 4; and 8) Year 5.

**1. Applicant Information:** Enter the following information: 1) Grantee Local Educational Agency (LEA) Name; 2) Grantee LEA County-District-School (CDS) Code (e.g., 12-12345-1234567); and 3) Total Grant Award Amount.

When all information is complete in all tabs, obtain the Superintendent, or authorized designee's, approval and signature by completing the following: 12) Enter the name and title; 13) Enter the signature of the individual listed in the previous step,\* and 14) Provide the date of approval/signature.

\*If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together. Note: Applicant Information will auto populate on all other worksheets.

**2. Contact Information:** Enter the following information under SECTION 1: 1) Program Contact Name; 2) Program Contact Title; 3) Program Contact Phone Number; 4) Program Contact Email Address; 5) Fiscal Contact Name; 6) Fiscal Contact Title; 7) Fiscal Contact Phone Number; and 8) Fiscal Contact Email Address.

**3. Budget Summary:** Program information will auto-populate from the Applicant Information tab. Budget information will auto-populate from the annual budget worksheets (Year 1 thru 5 Budget Worksheets).

**4. Year 1:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, administrative (admin) reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

**5. Year 2:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

**6. Year 3:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

**7. Year 4:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.



**8. Year 5:** Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.


#### **DOCUMENT SUBMISSION**

Submit signed original, or questions regarding this report, to the California Department of Education (CDE) Community Schools Office email at:

[CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)

# Applicant Information

**Note:** By signing, the Superintendent, or designee, is approving the proposed budget for the CCSPP Implementation Grant application.  
If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this I

Field Names	Applicant Information Fields	
Program:	CCSPP Implementation Grant, Cohort 3	
Application Year:	2023-24	
LEA Name:	Live Oak Elementary School District	
LEA CDS Code:	44697650000000	
Total Requested Amount:	\$5,700,000	
Superintendent's, or designee's, Printed Name and Title:	Dr. Daisy Morales, Superitendent	
Superintendent's, or designee's, Signature:		
Approval Date:	02.05.2024	

## Contact Information

<b>Program:</b>	CCSPP Implementation Grant, Cohort 3
<b>Application Year:</b>	2023-24
<b>LEA Name:</b>	Live Oak Elementary School District
<b>LEA CDS Code:</b>	44697650000000
<b>Total Requested Amount:</b>	\$5,700,000
<b>Section 1 - Field Names</b>	<b>Contact Information Entry Fields</b>
<b>Program Contact Name:</b>	Dr. Daisy Morales
<b>Program Contact Title:</b>	Superintendent
<b>Program Contact Phone Number:</b>	408-857-4767 cell
<b>Program Contact Email:</b>	<a href="mailto:dmorales@losd.ca">dmorales@losd.ca</a>
<b>Fiscal Contact Name:</b>	Hanwool Kim
<b>Fiscal Contact Title:</b>	Assistant Superintendent of Business Services
<b>Fiscal Contact Phone Number:</b>	831-475-6333
<b>Fiscal Contact Email:</b>	<a href="mailto:hkim@losd.ca">hkim@losd.ca</a>

Information on the worksheet will autopopulate based on the data entered in the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 3  
Application Year: 2023-24  
LEA Name: Live Oak Elementary School District  
LEA CDS Code: 44697650000000  
Total Requested Amount: \$5,700,000

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$493,150.00	\$493,150.00	\$493,150.00	\$493,150.00	\$416,105.00	\$2,388,705.00	\$1,527,000.00	N/A
2000	Classified Personnel Salaries	\$252,500.00	\$252,500.00	\$252,500.00	\$252,500.00	\$224,000.00	\$1,234,000.00	\$540,000.00	N/A
3000	Employee Benefits	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$15,000.00	\$135,000.00	\$217,500.00	N/A
4000	Books and Supplies	\$72,600.00	\$72,600.00	\$72,600.00	\$72,600.00	\$34,900.00	\$325,300.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$244,010.00	\$244,010.00	\$244,010.00	\$244,010.00	\$110,194.00	\$1,086,234.00	\$0.00	N/A
6000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
N/A	Total Direct Costs	\$1,092,260.00	\$1,092,260.00	\$1,092,260.00	\$1,092,260.00	\$800,199.00	\$5,169,239.00	\$2,284,500.00	44.19%
7000	Indirect Rate	\$108,679.87	\$108,679.87	\$108,679.87	\$108,679.87	\$79,619.80	\$514,339.28	\$0.00	N/A
N/A	Total Budget & Expenditures	\$1,200,939.87	\$1,200,939.87	\$1,200,939.87	\$1,200,939.87	\$879,818.80	\$5,683,578.28	\$2,284,500.00	40.19%

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Live Oak Elementary School District		
3 Elementary	\$250,000 x 3 schools x 4 years + \$187,500 x 3 schools	\$3,562,500.00
1 Middle School	\$300,000 x 1 schools x 4 years + \$225,000	\$1,425,000.00
1 Small School	\$150,000 x 1 school x 4 years + \$112,500	\$712,500.00
		\$5,700,000.00

Year 1 - Budget (July 1, 2024 - June 30, 2025)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPSP has a 1/3 (33 percent) match requirement.

Program: CCSPSP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Live Oak Elementary School District

LEA CDS Code: 44697650000000

Total Requested Amount: \$5,700,000

Object Code	Line Detail and Narrative <i>(Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)</i>	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	SHORELINE MIDDLE SCHOOL STEAM Night \$3,000 == Steam Night Coordinator stipend \$750 (\$75 x 10 hours), (\$375 per teacher x 6 teachers = \$2,250) Maker's Market \$600 == Coordinator stipend \$375 (\$75 x 5 hours), (4 staff x 3 hours = \$225) Club Advisors \$26,250 salary == (\$75/hour - once per week for 35 weeks) x 10 clubs Response to Intervention (RTI) Teacher - \$75,400 School-connection Coordinator (50% of Assistant Principal salary) - \$70,000 Development of a shared Vision \$10,260 == Teacher release time \$190/day x 27 teachers x 2 days . PBIS team \$1,520 == release \$190/day x 4 teachers x 2 days Silicon Valley Math Initiative workshops \$4,750 == 5 release days x 5 teachers @ \$190  <u>Matching Funds:</u> Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400	191,780.00			191,780.00	147,400.00		147,400.00
1000	DEL MAR ELEMENTARY CS Teacher Coordinator: Will assist to coordinate after/before school activities and clubs. Teacher's additional stipend would be contracted for the course of the year (see items in 5000). Stipend of \$5,000  CS Student Morning Clubs: (2) Rotating staff offering high interest, student driven before school clubs that will help with student tardiness as well as chronic absenteeism. \$26,250 = (\$75/hour x 5 days per week, for 35 weeks)  Staff Professional Development Release Time: To engage staff in the planning and development of strategies, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 4 days = \$13,680  CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000  CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days  Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840	57,570.00			57,570.00			0.00
1000	GREEN ACRES Mental Health Clinician: 5 FTE \$65,000 salary This additional mental health clinician will supplement the current Mental Health Clinician to support our high need of mental health services and social emotional development lessons for students. Services will include monthly parent workshops and meetings related to mental health topics to support families of our school community. Partner with our existing Mental Health clinician to fill the large gap of students in need of mental health support.  Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000  Professional Development Cultural Proficiency: To engage staff in dialogue, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840.  <u>Match Funds:</u> Mental health clinician - \$65,000	76,840.00			76,840.00	65,000.00		65,000.00
1000	LIVE OAK Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160.  PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040.  Additional sub costs = \$12,160  TOSA to coordinate all professional development, community schools shared vision, community partner outreach, 21st Century Skills frameworks, social and emotional and physical wellness processes and policies, MTSS and PBIS alignment, etc. = \$105,000  <u>Matching Funds</u> TOSA \$105,000	131,360.00			131,360.00	105,000.00		105,000.00
1000	OCEAN ALTERNATIVE Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000  Lead will set up teaching and learning practices around community-based and project-based learning)  Teacher release time @ \$200/day x 4 teachers x 2 days = \$1600 (Teachers will meet with the Mental Health Clinician over the course of the year to be trained in trauma informed pedagogy and restorative practices)  PBIS Lead stipend @ \$40/hr x 50 hrs/year = \$2000 (PBIS lead will vet existing and develop curriculum to address student needs regarding inclusivity, antibullying, celebrating diversity, and restorative practices)  <u>Matching Funds</u> PBIS Lead Stipend \$1000	35,600.00			35,600.00	1,000.00		1,000.00
2000	GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy.  LIVE OAK Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.  OCEAN Mental Health Clinician (0.30 FTE). \$39,000 - Provides integrated systems support at the school and for families & staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 - Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status.  ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSCs, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans.  <u>Matching funds:</u> Parent and Community Engagement Director: \$108,000	144,500.00	108,000.00		252,500.00	108,000.00		108,000.00

3000	<p>Live Oak TOSA benefits: \$15,000</p> <p>ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools)</p> <p><u>Matching funds:</u> Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000 Mental health clinician benefits at Green Acres: \$7,500</p>	15,000.00	15,000.00		30,000.00	45,000.00	45,000.00
4000	<p>SHORELINE MIDDLE SCHOOL Equipment and supplies for School Connection Activities \$5,000 - STEAM night materials - \$500 = \$5,500</p> <p>DEL MAR Cain Corner Materials for a total of 18 classrooms, including our enrichment classes and future sensory room \$20,000 Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$8,000</p> <p>GREEN ACRES Books/Materials - Math and Science = \$5000. Outdoor Recess/P.E. Equipment = \$5000 Materials/Books/Supplies: = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students.</p> <p>LIVE OAK Professional Learning books and supplies that align to our commitment to restorative practices and trauma-informed care = \$5,000</p> <p>OCEAN ALTERNATIVE Library Resources Available to Families &amp; Students (racially just curriculum, culturally relevant material, digital licenses for 21st century learning) \$1000 Math &amp; Literacy Intervention support materials. (includes manipulatives, curriculum, materials for hands on learning to support the RTI program) \$2000. PBIS curriculum &amp; resources - \$600 New SEL curriculum and materials addressing mental health topics (trauma, neurodiversity, gender affirmation, anxiety), promoting inclusivity and celebrating diversity.</p>	72,600.00			72,600.00		0.00
5000	<p>SHORELINE MIDDLE SCHOOL Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Grade Level Field Trips: \$19,000 (\$40 per pupil (\$40 x 475) Teacher &amp; Student Conferences: \$3,500 (e.g. CASL: CA Association of Student Leaders) Wellness Wednesdays for staff: \$3,490 Swim Instructor \$7,680: 2 instructors x \$40/hour x 6 hours x 16 days Silicon Valley Math Initiative membership \$2,800</p>	50,970.00			50,970.00		0.00
5000	<p>DEL MAR Restorative Practices Training for 18 certificated, and 2 classified staff members. \$13,380 Social Emotional Training Professional Learning for all staff, including classified staff members \$4,000 Cultural Proficiency Staff Professional Learning \$4,000 Grade Level Field Trips: \$12,760 (\$40 per pupil (\$40 x 319) Student Leadership Field Trips: \$500 Santa Cruz Community Health - Additional 1x/week services by Mental Health Clinician: 35 weeks of service \$20,000 Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Enrichment Activities: Cultural Dance - \$2,000 Creative Writing with a focus on student identity - \$2,000 SPCA In-school field trips - \$10,000 Sports Clubs - \$15,000 Expansion of Food Lab (student cooking) with a focus on cultural meals - \$5,000</p>	103,140.00			103,140.00		0.00
5000	<p>GREEN ACRES Afterschool Enrichment Activities: Offered to all students regardless of their affiliation with the current afterschool program. This includes prgrams that works with classrooms. Dance class 3rd Grade (\$2,000), Theatre/Drama Club (\$8,000) STEAMSTEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000)</p>	35,000.00			35,000.00		0.00
5000	<p>LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning culturally proficient practices and trauma informed care trainings = \$20,000</p> <p>Travel and Conference expenses = \$20,000</p> <p>Parent Engagement and Education workshops that include community schools collaborative structures, expanded mental and physical health supports, communication processes and policies, etc. = \$5,000</p>	45,000.00			45,000.00		0.00
5000	<p>OCEAN ALTERNATIVE Parent Education in Positive Discipline &amp; Trauma Informed Practices (childcare, and food for families - 4 evenings) \$800 Positive discipline training will equip parents who are home educators with strategies and tools to motivate their children to become lifelong learners. Parent &amp; Community Engagement Activities - STEAM night (\$800), Art Night (\$800), Science Fair (\$150), Talent Show (\$150) = \$1900 There will be a variety of STEAM community events for enrichment and community building. The costs include materials, food for the families, and vendor fees.</p> <p>Professional Development for Teachers: Mental Health, Trauma Informed Practices (1 conference registration x 4 -\$2000, travel, lodging &amp; meals (\$2000) = \$4000 Profession Development: Math Conference for Educators (Youcubed.org) - Registration, travel &amp; meals for 2 teachers = \$3200 -- Youcubed.org promotes inspiring all students with open, creative mindset mathematics. This workshop for teachers will help build a stronger intervention program and the teachers will also train the parents to integrate the ideas into the student's home studies.</p>	9,900.00			9,900.00		0.00
6000					0.00		0.00
<b>Total Direct Costs</b>	<b>N/A</b>	<b>969,260.00</b>	<b>123,000.00</b>	<b>0.00</b>	<b>1,092,260.00</b>	<b>471,400.00</b>	<b>471,400.00</b>
7000	9.95%	96,441.37	12,238.50	0.00	108,679.87		0.00
<b>Total Budget</b>	<b>N/A</b>	<b>1,065,701.37</b>	<b>135,238.50</b>	<b>0.00</b>	<b>1,200,939.87</b>	<b>471,400.00</b>	<b>471,400.00</b>

Year 2 - Budget (July 1, 2025 - June 30, 2026)

Expand rows as needed. Add rows in the middle of the table.

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\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3  
Application Year: 2023-24  
LEA Name: Live Oak Elementary School District  
LEA CDS Code: 44697650000000  
Total Requested Amount: \$5,700,000

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
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1000	DEL MAR ELEMENTARY CS Teacher Coordinator: Will assist to coordinate after/before school activities and clubs. Teacher's additional stipend would be contracted for the course of the year (see items in 5000). Stipend of \$5,000  CS Student Morning Clubs: (2) Rotating staff offering high interest, student driven before school clubs that will help with student tardiness as well as chronic absenteeism. \$26,250 = (\$75/hour x 5 days per week, for 35 weeks)  Staff Professional Development Release Time: To engage staff in the planning and development of strategies, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 4 days = \$13,680  CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000  CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days  Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840	57,570.00			57,570.00			0.00
1000	GREEN ACRES Mental Health Clinician: .5 FTE \$65,000 salary This additional mental health clinician will supplement the current Mental Health Clinician to support our high need of mental health services and social emotional development lessons for students. Services will include monthly parent workshops and meetings related to mental health topics to support families of our school community. Partner with our existing Mental Health clinician to fill the large gap of students in need of mental health support.  Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000  Professional Development Cultural Proficiency: To engage staff in dialogue, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840.  Match Funds: Mental health clinician - \$65,000	76,840.00			76,840.00	65,000.00		65,000.00
1000	LIVE OAK Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160.  PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040.  Additional sub costs = \$12,160  TOSA to coordinate all professional development, community schools shared vision, community partner outreach, 21st Century Skills frameworks, social and emotional and physical wellness processes and policies, MTSS and PBIS alignment, etc. = \$105,000  Matching Funds TOSA \$105,000	131,360.00			131,360.00	105,000.00		105,000.00
1000	OCEAN ALTERNATIVE Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000  Lead will set up teaching and learning practices around community-based and project-based learning)  Teacher release time @ \$200/day x 4 teachers x 2 days = \$1600 (Teachers will meet with the Mental Health Clinician over the course of the year to be trained in trauma informed pedagogy and restorative practices)  PBIS Lead stipend @ \$40/hr x 50 hrs/year = \$2000 (PBIS lead will vet existing and develop curriculum to address student needs regarding inclusivity, antibullying, celebrating diversity, and restorative practices)  Matching Funds PBIS Lead Stipend \$1000	35,600.00			35,600.00	1,000.00		1,000.00
2000	GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy.  LIVE OAK Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.  OCEAN Mental Health Clinician (0.30 FTE) \$30,000 - Provides integrated systems support at the school and for families & staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 - Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status.  ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSCs, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans.  Matching Funds: Parent and Community Engagement Director: \$108,000	144,500.00	108,000.00		252,500.00	108,000.00		108,000.00



3000	Live Oak TOSA benefits: \$15,000  ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools)  <u>Matching funds:</u> Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000 Mental health clinician benefits at Green Acres: \$7,500	15,000.00	15,000.00		30,000.00	45,000.00	45,000.00
4000	SHORELINE MIDDLE SCHOOL Equipment and supplies for School Connection Activities \$5,000 - STEAM night materials - \$500 = \$5,500  DEL MAR Calm Corner Materials for a total of 18 classrooms, including our enrichment classes and future sensory room \$20,000 Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$6,000  GREEN ACRES Books/Materials - Math and Science = \$5000. Outdoor Recess/P.E. Equipment = \$5000 Materials/Books/Supplies = \$6000. For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students  LIVE OAK Professional Learning books and supplies that align to our commitment to restorative practices and trauma-informed care = \$5,000  OCEAN ALTERNATIVE Library Resources Available to Families & Students (racially just curriculum, culturally relevant material, digital licenses for 21st century learning) \$1000 Math & Literacy Intervention support materials. (includes manipulatives, curriculum, materials for hands on learning to support the RTI program) \$2000. PBIS curriculum & resources - \$800. New SEL curriculum and materials addressing mental health topics (trauma, neurodiversity, gender affirmation, anxiety), promoting inclusivity and celebrating diversity	72,600.00			72,600.00		0.00
5000	SHORELINE MIDDLE SCHOOL Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Grade Level Field Trips: \$19,000 (\$40 per pupil (\$40 x 475) Teacher & Student Conferences: \$3,500 (e.g. CASL: CA Association of Student Leaders) Wellness Wednesdays for staff: \$3,490 Swim Instructor \$7,680: 2 instructors x \$40/hour x 6 hours x 16 days Silicon Valley Math Initiative membership \$2,800	50,970.00			50,970.00		0.00
5000	DEL MAR Restorative Practices Training for 18 certificated, and 2 classified staff members. \$13,380 Social Emotional Training Professional Learning for all staff, including classified staff members \$4,000 Cultural Proficiency Staff Professional Learning \$4,000 Grade Level Field Trips: \$12,760 (\$40 per pupil (\$40 x 319) Student Leadership Field Trips: \$500 Santa Cruz Community Health - Additional 1x/week services by Mental Health Clinician: 35 weeks of service \$20,000 Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Enrichment Activities: Cultural Dance - \$2,000 Creative Writing with a focus on student identity - \$2,000 SPCA In-school field trips - \$10,000 Sports Clubs - \$15,000 Expansion of Food Lab (student cooking) with a focus on cultural meals - \$5,000	103,140.00			103,140.00		0.00
5000	GREEN ACRES Afterschool Enrichment Activities: Offered to all students regardless of their affiliation with the current afterschool program. This includes prgrams that works with classrooms. Dance class 3rd Grade (\$2,000), Theatre/Drama Club (\$8,000) STEAM/STEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000)	35,000.00			35,000.00		0.00
5000	LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning culturally proficient practices and trauma informed care trainings = \$20,000  Travel and Conference expenses = \$20,000  Parent Engagement and Education workshops that include community schools collaborative structures, expanded mental and physical health supports, communication processes and policies, etc. = \$5,000	45,000.00			45,000.00		0.00
5000	OCEAN ALTERNATIVE Parent Education in Positive Discipline & Trauma Informed Practices (childcare, and food for families - 4 evenings) \$800 Positive discipline training will equip parents who are home educators with strategies and tools to motivate their children to become lifelong learners. Parent & Community Engagement Activities - STEAM night (\$800), Art Night (\$800), Science Fair (\$150), Talent Show (\$150) = \$1900 There will be a variety of STEAM community events for enrichment and community building. The costs include materials, food for the families, and vendor fees.  Professional Development for Teachers: Mental Health, Trauma Informed Practices (1 conference registration x 4 - \$2000, travel, lodging & meals (\$2000) = \$4000 Profession Development: Math Conference for Educators (Youcubed.org) - Registration, travel & meals for 2 teachers = \$3200 - Youcubed.org promotes inspiring all students with open, creative mindset mathematics. This workshop for teachers will help build a stronger intervention program and the teachers will also train the parents to integrate the ideas into the student's home studies.	9,900.00			9,900.00		0.00
N/A	Total Direct Costs	969,260.00	123,000.00	0.00	1,092,260.00	471,400.00	0.00
7000	9.95%	96,441.37	12,238.50	0.00	108,679.87		
N/A	Total Budget	1,065,701.37	135,238.50	0.00	1,200,939.87	471,400.00	0.00

Year 3 - Budget (July 1, 2026 - June 30, 2027)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3  
Application Year: 2023-24  
LEA Name: Live Oak Elementary School District  
LEA CDS Code: 44697650000000  
Total Requested Amount: \$5,700,000

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	SHORELINE MIDDLE SCHOOL STEAM Night \$3,000 == Steam Night Coordinator stipend \$750 (\$75 x 10 hours), (\$375 per teacher x 6 teachers = \$2,250) Maker's Market \$600 == Coordinator stipend \$375 (\$75 x 5 hours), (4 staff x 3 hours = \$225) Club Advisors \$26,250 salary == (\$75/hour - once per week for 35 weeks) x 10 clubs Response to Intervention (RTI) Teacher ~ \$75,400 School-connection Coordinator (50% of Assistant Principal salary) ~ \$70,000 Development of a shared Vision \$10,260 == Teacher release time \$190/day x 27 teachers x 2 days . PBIS team \$1,520 == release \$190/day x 4 teachers x 2 days Silicon Valley Math Initiative workshops \$4,750 == 5 release days x 5 teachers @ \$190  <u>Matching Funds:</u> Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400	191,780.00			191,780.00	147,400.00		147,400.00
1000	DEL MAR ELEMENTARY CS Teacher Coordinator: Will assist to coordinate after/before school activities and clubs. Teacher's additional stipend would be contracted for the course of the year (see items in 5000). Stipend of \$5,000  CS Student Morning Clubs: (2) Rotating staff offering high interest, student driven before school clubs that will help with student tardiness as well as chronic absenteeism. \$26,250 = (\$75/hour x 5 days per week, for 35 weeks)  Staff Professional Development Release Time: To engage staff in the planning and development of strategies, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 4 days = \$13,680  CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000  CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days  Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840	57,570.00			57,570.00			0.00
1000	GREEN ACRES Mental Health Clinician: .5 FTE \$65,000 salary This additional mental health clinician will supplement the current Mental Health Clinician to support our high need of mental health services and social emotional development lessons for students. Services will include monthly parent workshops and meetings related to mental health topics to support families of our school community. Partner with our existing Mental Health clinician to fill the large gap of students in need of mental health support.  Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000  Professional Development Cultural Proficiency: To engage staff in dialogue, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840.  <u>Match Funds:</u> Mental health clinician - \$65,000	76,840.00			76,840.00	65,000.00		65,000.00
1000	LIVE OAK Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160.  PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040.  Additional sub costs = \$12,160  TOSA to coordinate all professional development, community schools shared vision, community partner outreach, 21st Century Skills frameworks, social and emotional and physical wellness processes and policies, MTSS and PBIS alignment, etc. = \$105,000  <u>Matching Funds</u> TOSA \$105,000	131,360.00			131,360.00	105,000.00		105,000.00
1000	OCEAN ALTERNATIVE Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000  Lead will set up teaching and learning practices around community-based and project-based learning)  Teacher release time @ \$200/day x 4 teachers x 2 days = \$1600 (Teachers will meet with the Mental Health Clinician over the course of the year to be trained in trauma informed pedagogy and restorative practices)  PBIS Lead stipend @ \$40/hr x 50 hrs/year = \$2000 (PBIS lead will vet existing and develop curriculum to address student needs regarding inclusivity, antibullying, celebrating diversity, and restorative practices)  <u>Matching Funds</u> PBIS Lead Stipend \$1000	35,600.00			35,600.00	1,000.00		1,000.00

2000	<p>GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy.</p> <p>LIVE OAK Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.</p> <p>OCEAN Mental Health Clinician (0.30 FTE). \$39,000 - Provides integrated systems support at the school and for families &amp; staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 - Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status.</p> <p>ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSCs, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans.</p> <p>Matching funds: Parent and Community Engagement Director: \$108,000</p>	144,500.00	108,000.00	252,500.00	108,000.00	108,000.00
3000	<p>Live Oak TOSA benefits: \$15,000</p> <p>ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools)</p> <p>Matching funds: Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000 Mental health clinician benefits at Green Acres: \$7,500</p>	15,000.00	15,000.00	30,000.00	45,000.00	45,000.00
4000	<p>SHORELINE MIDDLE SCHOOL Equipment and supplies for School Connection Activities \$5,000 - STEAM night materials - \$500 = \$5,500</p> <p>DEL MAR Calm Corner Materials for a total of 18 classrooms, including our enrichment classes and future sensory room \$20,000 Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$6,000</p> <p>GREEN ACRES Books/Materials - Math and Science = \$5000. Outdoor Recess/P.E. Equipment = \$5000 Materials/Books/Supplies = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students.</p> <p>LIVE OAK Professional Learning books and supplies that align to our commitment to restorative practices and trauma-informed care = \$5,000</p> <p>OCEAN ALTERNATIVE Library Resources Available to Families &amp; Students (racially just curriculum, culturally relevant material, digital licenses for 21st century learning) \$1000 Math &amp; Literacy Intervention support materials. (includes manipulatives, curriculum, materials for hands on learning to support the RTI program) \$2000. PBIS curriculum &amp; resources - \$600. New SEL curriculum and materials addressing mental health topics (trauma, neurodiversity, gender affirmation, anxiety), promoting inclusivity and celebrating diversity</p>	72,600.00		72,600.00		0.00
5000	<p>SHORELINE MIDDLE SCHOOL Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Grade Level Field Trips: \$19,000 (\$40 per pupil (\$40 x 475) Teacher &amp; Student Conferences: \$3,500 (e.g. CASL: CA Association of Student Leaders) Wellness Wednesdays for staff: \$3,490 Swim Instructor \$7,680: 2 instructors x \$40/hour x 6 hours x 16 days Silicon Valley Math Initiative membership \$2,800</p>	50,970.00		50,970.00		0.00
5000	<p>DEL MAR Restorative Practices Training for 18 certificated, and 2 classified staff members. \$13,380 Social Emotional Training Professional Learning for all staff, including classified staff members \$4,000 Cultural Proficiency Staff Professional Learning \$4,000 Grade Level Field Trips: \$12,760 (\$40 per pupil (\$40 x 319) Student Leadership Field Trips: \$500 Santa Cruz Community Health - Additional 1x/week services by Mental Health Clinician: 35 weeks of service \$20,000 Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Enrichment Activities: Cultural Dance - \$2,000 Creative Writing with a focus on student identity - \$2,000 SPCA In-school field trips - \$10,000 Sports Clubs - \$15,000 Expansion of Food Lab (student cooking) with a focus on cultural meals - \$5,000</p>	103,140.00		103,140.00		0.00
5000	<p>GREEN ACRES Afterschool Enrichment Activities: Offered to all students regardless of their affiliation with the current afterschool program. This includes programs that works with classrooms. Dance class 3rd Grade (\$2,000). Theatre/Drama Club (\$8,000) STEAM/STEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000)</p>	35,000.00		35,000.00		0.00
5000	<p>LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning culturally proficient practices and trauma informed care trainings = \$20,000</p> <p>Travel and Conference expenses = \$20,000</p> <p>Parent Engagement and/Education workshops that include community schools collaborative structures, expanded mental and physical health supports, communication processes and policies, etc. = \$5,000</p>	45,000.00		45,000.00		0.00

5000	<p>OCEAN ALTERNATIVE Parent Education in Positive Discipline &amp; Trauma Informed Practices (childcare, and food for families - 4 evenings) \$800 Positive discipline training will equip parents who are home educators with strategies and tools to motivate their children to become lifelong learners. Parent &amp; Community Engagement Activities - STEAM night (\$800), Art Night (\$800), Science Fair (\$150), Talent Show (\$150) = \$1900 There will be a variety of STEAM community events for enrichment and community building. The costs include materials, food for the families, and vendor fees.</p> <p>Professional Development for Teachers: Mental Health, Trauma Informed Practices (1 conference registration x 4 = \$2000, travel, lodging &amp; meals (\$2000) = \$4000 Profession Development: Math Conference for Educators (Youcubed.org) - Registration, travel &amp; meals for 2 teachers = \$3200 -- Youcubed.org promotes inspiring all students with open, creative mindset mathematics. This workshop for teachers will help build a stronger intervention program and the teachers will also train the parents to integrate the ideas into the student's home studies.</p>	9,900.00			9,900.00			0.00
N/A	Total Direct Costs	969,260.00	123,000.00	0.00	1,092,260.00	471,400.00	0.00	0.00
7000	9.95%	96,441.37	12,238.50	0.00	108,679.87			
N/A	Total Budget	1,065,701.37	135,238.50	0.00	1,200,939.87	471,400.00	0.00	0.00

Year 4 - Budget (July 1, 2027 - June 30, 2028)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds allowed for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPSP has a 1/3 (33 percent) match requirement.

Program: CCSPSP Implementation Grant, Cohort 3  
Application Year: 2023-24  
LEA Name: Live Oak Elementary School District  
LEA CDS Code: 44697650000000  
Total Requested Amount: \$5,700,000

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	SHORELINE MIDDLE SCHOOL STEAM Night \$3,000 == Steam Night Coordinator stipend \$750 (\$75 x 10 hours), (\$375 per teacher x 6 teachers = \$2,250) Maker's Market \$600 == Coordinator stipend \$375 (\$75 x 5 hours), (4 staff x 3 hours = \$225) Club Advisors \$26,250 salary == (\$75/hour - once per week for 35 weeks) x 10 clubs Response to Intervention (RTI) Teacher - \$75,400 School-connection Coordinator (50% of Assistant Principal salary) ~ \$70,000 Development of a shared Vision \$10,260 == Teacher release time \$190/day x 27 teachers x 2 days . PBIS team \$1,520 == release \$190/day x 4 teachers x 2 days Silicon Valley Math Initiative workshops \$4,750 == 5 release days x 5 teachers @ \$190  Matching Funds: Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400	191,780.00			191,780.00	147,400.00		147,400.00
1000	DEL MAR ELEMENTARY CS Teacher Coordinator: Will assist to coordinate after/before school activities and clubs. Teacher's additional stipend would be contracted for the course of the year (see items in 5000). Stipend of \$5,000  CS Student Morning Clubs: (2) Rotating staff offering high interest, student driven before school clubs that will help with student tardiness as well as chronic absenteeism. \$26,250 = (\$75/hour x 5 days per week, for 35 weeks)  Staff Professional Development Release Time: To engage staff in the planning and development of strategies, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 4 days = \$13,680  CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000  CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days  Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840	57,570.00			57,570.00			0.00
1000	GREEN ACRES Mental Health Clinician: 5 FTE \$65,000 salary This additional mental health clinician will supplement the current Mental Health Clinician to support our high need of mental health services and social emotional development lessons for students. Services will include monthly parent workshops and meetings related to mental health topics to support families of our school community. Partner with our existing Mental Health clinician to fill the large gap of students in need of mental health support.  Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000  Professional Development Cultural Proficiency: To engage staff in dialogue, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840.  Match Funds: Mental health clinician - \$65,000	76,840.00			76,840.00	65,000.00		65,000.00
1000	LIVE OAK Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160.  PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040.  Additional sub costs = \$12,160  TOSA to coordinate all professional development, community schools shared vision, community partner outreach, 21st Century Skills frameworks, social and emotional and physical wellness processes and policies, MTSS and PBIS alignment, etc. = \$105,000  Matching Funds TOSA \$105,000	131,360.00			131,360.00	105,000.00		105,000.00
1000	OCEAN ALTERNATIVE Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000  Lead will set up teaching and learning practices around community-based and project-based learning)  Teacher release time @ \$200/day x 4 teachers x 2 days = \$1600 (Teachers will meet with the Mental Health Clinician over the course of the year to be trained in trauma informed pedagogy and restorative practices)  PBIS Lead stipend @ \$40/hr x 50 hrs/year = \$2000 (PBIS lead will vet existing and develop curriculum to address student needs regarding inclusivity, antibullying, celebrating diversity, and restorative practices)  Matching Funds PBIS Lead Stipend \$1000	35,600.00			35,600.00	1,000.00		1,000.00

2000	<p>GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy.</p> <p>LIVE OAK Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.</p> <p>OCEAN Mental Health Clinician (0.30 FTE) - \$39,000 - Provides integrated systems support at the school and for families &amp; staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 - Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status.</p> <p>ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSC's, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans.</p> <p>Matching funds: Parent and Community Engagement Director: \$108,000</p>	144,500.00	108,000.00	252,500.00	108,000.00	108,000.00
3000	<p>Live Oak TOSA benefits: \$15,000</p> <p>ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools)</p> <p>Matching funds: Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000 Mental health clinician benefits at Green Acres: \$7,500</p>	15,000.00	15,000.00	30,000.00	45,000.00	45,000.00
4000	<p>SHORELINE MIDDLE SCHOOL Equipment and supplies for School Connection Activities \$5,000 - STEAM night materials - \$500 = \$5,500</p> <p>DEL MAR Calm Corner Materials for a total of 18 classrooms, including our enrichment classes and future sensory room \$20,000 Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$6,000</p> <p>GREEN ACRES Books/Materials - Math and Science = \$5000. Outdoor Recess/PE Equipment = \$5000 Materials/Books/Supplies: = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students.</p> <p>LIVE OAK Professional Learning books and supplies that align to our commitment to restorative practices and trauma-informed care = \$5,000</p> <p>OCEAN ALTERNATIVE Library Resources Available to Families &amp; Students (racially just curriculum, culturally relevant material, digital licenses for 21st century learning) \$1000 Math &amp; Literacy Intervention support materials, (includes manipulatives, curriculum, materials for hands on learning to support the RTI program) \$2000. PBS curriculum &amp; resources - \$600 New SEL curriculum and materials addressing mental health topics (trauma, neurodiversity, gender affirmation, anxiety), promoting inclusivity and celebrating diversity</p>	72,600.00	72,600.00			0.00
5000	<p>SHORELINE MIDDLE SCHOOL Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Grade Level Field Trips: \$19,000 (\$40 per pupil (\$40 x 475) Teacher &amp; Student Conferences: \$3,500 (e.g. CASL: CA Association of Student Leaders) Wellness Wednesdays for staff: \$3,490 Swim Instructor \$7,680: 2 instructors x \$40/hour x 6 hours x 16 days Silicon Valley Math Initiative membership \$2,800</p>	50,970.00		50,970.00		0.00
5000	<p>DEL MAR Restorative Practices Training for 18 certificated, and 2 classified staff members. \$13,380 Social Emotional Training Professional Learning for all staff, including classified staff members \$4,000 Cultural Proficiency Staff Professional Learning \$4,000 Grade Level Field Trips: \$12,760 (\$40 per pupil (\$40 x 319) Student Leadership Field Trips: \$500 Santa Cruz Community Health - Additional 1x/week services by Mental Health Clinician: 35 weeks of service \$20,000 Parent Institutes \$14,500 - (e.g. PIQE Parent Institute for Quality Education -The Social-Emotional Learning curriculum is a 9-week session of 90-minute classes which introduce families to the importance of SEL and its impact on academic success). Enrichment Activities: Cultural Dance - \$2,000 Creative Writing with a focus on student identity - \$2,000 SPCA In-school field trips - \$10,000 Sports Clubs - \$15,000 Expansion of Food Lab (student cooking) with a focus on cultural meals - \$5,000</p>	103,140.00		103,140.00		0.00
5000	<p>GREEN ACRES Afterschool Enrichment Activities: Offered to all students regardless of their affiliation with the current afterschool program. This includes prgrams that works with classrooms: Dance class 3rd Grade (\$2,000), Theatre/Drama Club (\$8,000) STEAM/STEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000)</p>	35,000.00		35,000.00		0.00
5000	<p>LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning culturally proficient practices and trauma informed care trainings = \$20,000</p> <p>Travel and Conference expenses = \$20,000</p> <p>Parent Engagement and/Education workshops that include community schools collaborative structures, expanded mental and physical health supports, communication processes and policies, etc. = \$5,000</p>	45,000.00		45,000.00		0.00

5000	<p>OCEAN ALTERNATIVE</p> <p>Parent Education in Positive Discipline &amp; Trauma Informed Practices (childcare, and food for families - 4 evenings) \$800</p> <p>Positive discipline training will equip parents who are home educators with strategies and tools to motivate their children to become lifelong learners.</p> <p>Parent &amp; Community Engagement Activities - STEAM night (\$800), Art Night (\$800), Science Fair (\$150), Talent Show (\$150) = \$1900</p> <p>There will be a variety of STEAM community events for enrichment and community building. The costs include materials, food for the families, and vendor fees.</p> <p>Professional Development for Teachers: Mental Health, Trauma Informed Practices (1 conference registration x 4 -\$2000, travel, lodging &amp; meals (\$2000) = \$4000</p> <p>Profession Development: Math Conference for Educators (Youcubed.org) - Registration, travel &amp; meals for 2 teachers = \$3200 -- Youcubed.org promotes inspiring all students with open, creative mindset mathematics. This workshop for teachers will help build a stronger intervention program and the teachers will also train the parents to integrate the ideas into the student's home studies.</p>	9,900.00			9,900.00			0.00
N/A	Total Direct Costs	969,260.00	123,000.00	0.00	1,092,260.00	471,400.00	0.00	0.00
7000	9.95%	96,441.37	12,238.50	0.00	108,679.87			
N/A	Total Budget	1,065,701.37	135,238.50	0.00	1,200,939.87	471,400.00	0.00	0.00



Year 5 - Budget (July 1, 2028 - June 30, 2029)

Expand rows as needed. Add rows in the middle of the table.

\*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

\*\*The CCSPSP has a 1/3 (33 percent) match requirement.

Program: CCSPSP Implementation Grant, Cohort 3  
Application Year: 2023-24  
LEA Name: Live Oak Elementary School District  
LEA CDS Code: 44697650000000  
Total Requested Amount: \$5,700,000

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	SHORELINE MIDDLE SCHOOL STEAM Night \$3,000 == Steam Night Coordinator stipend \$750 (\$75 x 10 hours), (\$375 per teacher x 6 teachers = \$2,250) Maker's Market \$600 == Coordinator stipend \$375 (\$75 x 5 hours), (4 staff x 3 hours = \$225) Club Advisors \$2,625 salary == (\$75/hour - once per week for 35 weeks) x 1 club Response to Intervention (RTI) Teacher ~ \$75,400 School-connection Coordinator (50% of Assistant Principal salary) ~ \$70,000 Development of a shared Vision \$10,260 == Teacher release time \$190/day x 27 teachers x 2 days . PBIS team \$1,520 == release \$190/day x 4 teachers x 2 days Silicon Valley Math Initiative workshops \$4,750 == 5 release days x 5 teachers @ \$190  <u>Matching Funds:</u> Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400	168,155.00			168,155.00	147,400.00		147,400.00
1000	DEL MAR ELEMENTARY CS TOSA to focus on Community Based Curriculum writing and alignment with programs \$38,000  CS Student Morning Clubs: (2) Rotating staff offering high interest, student driven before school clubs that will help with student tardiness as well as chronic absenteeism. \$26,250 = (\$75/hour x 5 days per week, for 35 weeks)  Staff Professional Development Release Time: To engage staff in the planning and development of strategies, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 6 teachers x 4 days = \$4,560  CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000  CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days  Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 4 teachers x 2 days = \$1,520  Sports Clubs Coach Stipends - \$1,000 for 4 seasons = \$4,000	80,130.00			80,130.00			0.00
1000	GREEN ACRES Mental Health Clinician: \$13,500 = \$75hr x 180 days - additional daily hourly rate This additional mental health clinician will supplement the current Mental Health Clinician to support our high need of mental health services and social emotional development lessons for students. Services will include monthly parent workshops and meetings related to mental health topics to support families of our school community. Partner with our existing Mental Health clinician to fill the large gap of students in need of mental health support.  Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000  Professional Development Cultural Proficiency: To engage staff in dialogue, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840.	25,340.00			25,340.00			0.00
1000	LIVE OAK Development of a shared vision: Teacher release time @ \$170/day x 16 teachers x 4 days = \$10,880  TOSA to coordinate all professional development, community schools shared vision, community partner outreach, 21st Century Skills frameworks, social and emotional and physical wellness processes and policies, MTSS and PBIS alignment, etc. = \$105,000  <u>Matching Funds</u> TOSA \$105,000	115,880.00			115,880.00	105,000.00		105,000.00
1000	OCEAN ALTERNATIVE Community Schools Site Lead - Certificated (0.10 FTE) - \$12800 Lead will set up teaching and learning practices around community-based and project-based learning)  Teacher release time @ \$200/day x 4 teachers x 2 days = \$1600 (Teachers will meet with the Mental Health Clinician over the course of the year to be trained in trauma informed pedagogy and restorative practices)  PBIS Lead stipend @ \$40/hr x 25 hrs/year = \$1000 (PBIS lead will vet existing and develop curriculum to address student needs regarding inclusivity, antibullying, celebrating diversity, and restorative practices)  <u>Matching Funds</u> PBIS Lead Stipend \$1000	26,600.00			26,600.00	1,000.00		1,000.00
2000	GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy.  OCEAN Mental Health Clinician (0.15 FTE). \$20,000 Provides integrated systems support at the school and for families & staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status.  ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSCs, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans.  <u>Matching funds:</u> Parent and Community Engagement Director: \$108,000	119,500.00	104,500.00		224,000.00	108,000.00		108,000.00

3000	Live Oak TOSA benefits: \$15,000  ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools)  <u>Matching funds:</u> Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000 SHORELINE MIDDLE SCHOOL STEAM night materials - \$500  DEL MAR Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$6,000  GREEN ACRES Outdoor Recess/P.E. Equipment = \$5000 Materials/Books/Supplies: = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students.  OCEAN ALTERNATIVE Library Resources Available to Families & Students (racially just curriculum, culturally relevant material, digital licenses for 21st century learning) \$250 Math & Literacy Intervention support materials. (includes manipulatives, curriculum, materials for hands on learning to support the RTI program) \$500 PBIS curriculum & resources - \$150 New SEL curriculum and materials addressing mental health topics (trauma, neurodiversity, gender affirmation, anxiety), promoting inclusivity and celebrating diversity		15,000.00		15,000.00	37,500.00		37,500.00	
4000	SHORELINE MIDDLE SCHOOL Swim Instructor \$6400: 2 instructors x \$40/hour x 5 hours x 16 days Wellness Wednesdays for staff: \$2,174 Silicon Valley Math Initiative membership \$2,800  DEL MAR Upkeep of training for new staff with Restorative Practices, SEL, Cultural Proficiency \$2,000  Enrichment Activities: Cultural Dance - \$2,000 Creative Writing with a focus on student identity - \$2,000 Expansion of Food Lab (student cooking) with a focus on cultural meals - \$5,000  Parent Insitutes \$10,000  Santa Cruz Community Health 36 weeks of family supports \$20,000	34,900.00		34,900.00				0.00	
5000	GREEN ACRES Afterschool Enrichment Activities: Offered to all students regardless of their affiliation with the current afterschool program. This includes prgrams that works with classrooms. Dance class 3rd Grade (\$2,000), Theatre/Drama Club (\$8,000) STEAM/STEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000) were common requests from students and families. = Total \$45,000	11,374.00		11,374.00				0.00	
5000	LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning cuturally proficient practices and trauma informed care trainings = \$15,000	43,000.00		43,000.00				0.00	
5000	OCEAN ALTERNATIVE Parent Education in Positive Discipline & Trauma Informed Pedagogy (childcare, and food - 4 evenings) \$800 Positive discipline training will equip parents who are home educators with strategies and tools to motivate their children to become lifelong learners. Professional Development for Teachers: Mental Health, Trauma Informed Pedagogy (1 conference registration x 4 - \$1500, teacher time (4 staff x \$190/day x 2 days = \$1520) + travel, lodging & meals (\$2000) = \$5020 Matching funds: MTSS Conference (conference registration x 2 OA staff, travel & meal costs, teacher stipend - \$190/day x 2 days x 2 teachers) - \$3000								
	N/A	Total Direct Costs	680,699.00	119,500.00	0.00	800,199.00	398,900.00	0.00	398,900.00
7000	9.95%		67,729.55	11,890.25		79,619.80			0.00
N/A		Total Budget	748,428.55	131,390.25	0.00	879,818.80	398,900.00	0.00	398,900.00

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Del Mar Elementary School  
1959 Merrill Street  
Santa Cruz, CA 95062  
831-477-2063

Maria Y Leon, Principal  
myleon@losd.ca

## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

### Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

#### Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

#### Live Oak Elementary School District (LOSD)

Del Mar Elementary School is an elementary school in the Live Oak School District (LOSD). LOSD has four elementary schools and one alternative school. Each school is dedicated to addressing the overarching values within their respective learning communities.

Nestled in Santa Cruz County, the community of Live Oak faces several challenges that put the community at a serious disadvantage compared to its neighbors: high unduplicated pupil count with historically underserved population, food insecurity, disparities in the cost of living and average income, negative impacts of climate change, and increased health risks. Addressing these factors through a multifaceted approach including the Community School program and community

partnerships, will uplift this community and become an example to communities across the country. We have begun to build strong partnerships with community based organizations that are committed to serving our families and focusing the curriculum we teach to support the social, emotional, and academic needs of our students.

Live Oak School District has already developed many community based partnerships that serve to meet the needs of our students and caregivers as is recommended in the model of Community Schools. For example, we have started a Community School Consortium, which has gathered about 35 partners (Priority 6) and developed and implemented a before and after school program to meet the childcare and enrichment needs of hundreds of students in our district community (Priority 2). Knowing that we have addressed many priorities of a Community Schools program. LOSD is ready to fully engage and implement the various strategies that would transform our school to a true Community School. The grant funds will allow us to create systems that are more inclusive, supportive, and effective. We will focus on the immediate needs of students and also involve families and the community in the process of fostering a collaborative and holistic approach to learning and developing as a beneficial member that contributes to our community.

As a small school district with all schools within a 1.6 miles of each other, we will leverage the power of a tight-knit community as we work with Community Partners not just to serve students and families at one school but to serve all students and families in all our five schools. Our mission is to shine a light on the assets and needs of the community we serve and ensure that we are doing our diligence to bring the support of our rich, beautiful coastal town into our school settings.

### **Del Mar Elementary School**

The Del Mar Elementary School vision is to cultivate independent thinkers who contribute meaningfully to the global community as socially responsible and well-educated members of society. We are dedicated to providing comprehensive academic, health, and social services, along with fostering community engagement for all students, families, and the broader community. Del Mar Elementary consists of 342 culturally diverse students, and has an interconnected school community. Students enrolled at Del Mar have backgrounds from North, Central, and South America which contributes to a multicultural population. 30% of our student population are classified as Emergent Bilinguals and are engaged in daily targeted English Language Development with their classroom teacher. Additionally, 51% of Del Mar students qualify as socioeconomically disadvantaged which is exacerbated by living in one of the most expensive communities to live in across the country. Another layer of diversity at Del Mar is that 19% of students have an identified disability which requires highly trained and innovative approaches to meeting their diverse needs. These challenges, differences, and examples of diversity are what make up the rich fabric of our school.

Our commitment to excellence is reflected in our approach, employing an **assets-driven and strength-based** methodology. Through the application of PDSA (Plan, Do, Study, Act) cycles, we **continually monitor and enhance our efforts**. We strive to involve students and help families be involved by fostering participation in key committees such as the School Site Council, the English Learner Advisory Committee, Student Leadership as well as day to day operations that encourage caregivers to engage with our school community. Additionally, Del Mar staff builds on student and family assets by using their unique experiences, history, culture, and language to enhance their teaching practices. In this way, the entire school community has a voice and intrinsic motivation to engage in the deepest ways possible with students on a daily basis.



Despite these efforts, Del Mar faces challenges of absenteeism, underperformance in English Language Arts and Mathematics. A further challenge is the overall performance of students whose first language is not English. Del Mar's overall chronic absenteeism rate is 40.4%; students are also chronically tardy which greatly impacts their access to a bell to bell education. The majority of students are below grade level standards in English Language Arts (53%) and Mathematics (62%). Alongside these clear challenges is the fact that 85% of Del Mar English Learners are below standard in ELA and 87% are below standard in math. It is because of these scores and difficulties getting students to school regularly and consistently that Del Mar has created systems of support that aim to connect students and families with services and resources to minimize the impacts of language barriers, socioeconomic status and the challenges of diverse learning needs.

Del Mar staff is deeply committed to addressing the above challenges and has launched a robust MTSS system based on already established practices to support students. Building on continuously improving multi-tiered systems of support (MTSS), we strive for a **racially just and restorative school climate**. Implementing MTSS as a trauma-informed, continuous improvement framework, we focus on data-driven problem-solving to offer students access to academic, dental health, mental health, and social services. Our MTSS system emphasizes individualized, integrated student support. At Del Mar, like all our other schools, the staff are engaged in the CA MTSS Pathway Certification for Schools, ensuring a common understanding and solid foundation in the what, why, and how of MTSS.

Our social-emotional learning (SEL) initiatives and curriculum is geared to focus on the whole child. Del Mar uses Second Step SEL curriculum, has a student Social Club open to all grades, and is constantly listening to student's interests in order to expand clubs to increase student engagement. Del Mar benefits from a full time mental health clinician, as well as a once a week mental health clinician from our community partner, Santa Cruz Community Health. These services are able to connect students experiencing trauma, with highly trained staff who can help them navigate their situations in order to better access their education. We use data from SEL surveys as well as one on one check-in with students to provide targeted support to individual students.

To further enhance our commitment to racially just and restorative school climates, we continuously re-evaluate and plan to strengthen our PBIS practices through professional development covering positive classroom and school climates, and PBIS principles. Del Mar is also seeking to grow its practices using restorative justice/community circles. Del Mar has implemented a focus on student identity and connection to the school community during the first weeks of every school year and is looking to expand this focus into the remainder of the school year.

At the core of Del Mar's Whole Child philosophy is a strong instructional program that integrates the four key conditions for learning. We promote supportive environmental conditions through staff training in trauma-informed Positive Behavioral Interventions and Supports (PBIS), SEL for students, restorative practices, frequent and varied ways of communication with caregivers and home visits to build strong relationships with families.

**Culturally relevant** approaches are prioritized to empower parents, family members, and community residents as **true community school partners**. Del Mar aims to become a community hub by increasing student and family engagement through relationship and community building and giving

access to these partners through the creation of our Family Room which is a welcoming space for caregivers to gather, participate in school business and connect with each other. Personal connections with each student and their family form the foundation for authentic relationships with our staff and these relationships are key to successful teaching and learning.

Del Mar's vision and plan is that the current School Site Council be replaced by the Community Schools Advisory Council (CSAC) and become a decision making body that oversees the school's programs and activities. The CSAC will actively engage with diverse interest-holders and grow to become a well informed and diverse shared decision-making body which will promote collaborative leadership and involve the broader community in the school's initiatives.

## Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment )

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

**Part A:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on **how** you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Del Mar caregivers, community partners, students and staff participated in a Needs and Assets Assessment (NAA) to collect information from all stakeholders and better understand our school communities needs and Assets. The Del Mar NAA yielded the following data:

Below are the top PARENT(CAREGIVER) identified assets that emerged:

### **Community and communication:**

- Communication with teachers is effective and encouraged.
- Families value and see the sense of COMMUNITY at Del Mar.
- Teacher's experience level is high and Del Mar celebrates multiculturalism.
- Del Mar has a welcoming atmosphere, community, and location.

### **Teachers and staff:**

- Families identify that the staff and the principal exhibit kindness.
- Families value the teachers, the sense of community within the staff, the level of care and commitment to students' well being that is provided to each student by all staff.

### **After-school programs and activities:**

- Families identify the after-school program LEAP (Learning Enrichment Afterschool Program) as having a positive impact on their students.
- There are a variety of physical activities and extracurriculars provided by LEAP.



- Families value engaging events provided by Del Mar staff after school.

*Summary: These themes highlight a strong sense of community, appreciation for the quality of teaching, and the availability of diverse programs and activities at Del Mar.*

Below are the top STUDENT identified assets that emerged:

**Life Skills:**

- Adults support development of life skills such as organization, responsibility, and communication about goals
- Staff encourage students to take responsibilities for their actions
- Teachers help students develop skills for independence and collaborative work

**Academics:**

- Teachers support students when they have challenges in academics
- Our school offers enrichment classes (music, art, PE) for all students

**Relationships:**

- Adults at Del Mar listen to students
- Adults model respect, caring, kindness, and value students and families

**School Environment:**

- Students love using the outdoor spaces
- Students enjoy a variety of outdoor activities including recess, garden, and after school

*Summary: Del Mar students appreciate a positive school community that fosters essential life skills, provides strong academic support, offers enrichment classes, and emphasizes respectful relationships, while their enjoyment of outdoor spaces and diverse activities enhances their overall experience.*

Below are the top STAFF identified assets that emerged.

**Positive Behavior Intervention Systems:**

- Fully implemented PBIS structures
- Teachers hold restorative conversations with students when necessary as a means to conflict resolution
- Teachers have consistent routines and positive interactions with students that build a sense of community

**Integrated Supports:**

- Full time mental health clinician in addition to partnerships with Santa Cruz Community Health
- Trusting relationships between staff and families
- Response to Intervention Team which supports learning needs of students Kindergarten through grade 5
- Full time Family Liaison who supports the connection between home and school
- Teachers utilize tools and resources to support individual student needs

**Academics:**

- Teachers are responsive to current community issues
- Teachers pay attention to student voice and needs
- Teachers value prior knowledge and experiences by connecting them to student learning
- Adoption of relevant ELD and Social Studies curriculum
- Teachers have access to educational technology both in the classroom and with student one

to one devices

*Summary: Del Mar staff members express a positive outlook on Del Mar, highlighting the successful implementation of Positive Behavior Intervention Systems (PBIS), integrated support structures, and a commitment to academic excellence through responsiveness to community issues, student needs, and the adoption of relevant curriculum and technology.*

The NAA also demonstrated areas of growth:

**75% of our families expressed a desired interest in increasing engagement with their school community in and around the school day :**

- Resources for individualized supports for students with diverse learning
- Support for extracurricular activities like sports, clubs, and expansion the after-school program to give access to all students
- Field trips to museums and outdoor education
- Expansion of the enrichment programs to include dance, theater, and STEM
- Community-based therapy, guidance, and care navigation for accessing health and mental health services
- Counseling services, both for students and parents, are mentioned as crucial supports for families
- Parents emphasize the importance of homework assistance and homework clubs as part of after-school programs, and as standalone support homework clubs as needed
- Implementing positive interventions and reinforcement rather than punitive measures is a preferred approach
- Open communication with parents, teachers, and students is considered crucial in resolving behavior challenges. Educating families in the process of conflict resolution and having a collaborative approach with all stakeholders is recommended (PBIS).
- Need for equitable grading practices that look at the whole child and use multiple measures for grading
- Increase after school family and student events such fun events for families, family fun nights, sports teams with weekend tournaments, and festivals

**Student identified areas of growth:**

**98% of students expressed interest in expanding engagement activities through physical exploration of their outdoor surroundings in their local community.**

- Experiencing the community through field trips and presentations from community organizations.
- Connecting student's interests to academic learning.
- Increase teacher strategies for how to talk about thinking and feelings with students
- Establishing routines and settings for mindfulness and life skill development in classrooms.
- Creating clubs focused on various cultural backgrounds of students.
- Providing opportunities for student leadership across the school.
- Building positive relationships with all students.
- Adults support to help students find ways to be better friends to one another.

**Staff identified areas of growth:**

- Only 62% of staff agree that we are currently using inclusive settings and socially supportive learning opportunities that create student belonging.
- Only 66% of staff feel that we are providing before and after school time for expanded learning for all students.
- 37% of staff agree that we are providing high-quality tutoring and mentoring, as well as

counseling and student support teams.

- 52% of staff feel that the support services offered at school meet the needs of students and families.
- 31% of staff believe that student voice is Informing program offerings after school and in summer based on student choice.
- 40% of staff feel that families believe the school responds in a timely manner to guardian concerns and needs.
- 48% of staff Need to have a clear understanding of what support is available from community partners to support students.
- 64% of staff feel that the school is developing student leadership opportunities.

Del Mar was successful in attaining participation in our NAA from our students, families, and staff (certificated and classified). We engaged families by making personal phone calls, sending home written communication, providing in person surveys during our Wednesday Table, and promoting participation via ParentSquare, a caregiver communication platform. Many families were able to participate after receiving a personal phone call reminder, reflecting that our community values personal connection. We found trends showing that our historically hard to reach families were some of the families that we were unable to engage in our Needs and Assets Assessment.

Our participation rates were as followed:

- 81.5% student participation (Grades TK-5th grade)
- 78.2% family participation
- 76.25 staff participation which included 17 certificated, and 14 classified staff

The CCSPP grant would enable Del Mar to have the ability to address the most identified needs in our NAA. While there are many assets and growth points, during year one we will focus on identifying the top three trends that were observed by all groups (students, families, staff) and create an action plan that clearly delineates the goals, actions, timeline for implementation, and success measures. Additionally, Del Mar is committed to using our already established community partnerships to maximize effectiveness and ensure sustainability beyond the five year CCSPP grant.

Nearly 20% of Del Mar families did not participate in the NAA. Del Mar is deeply committed to including the voices of all students, staff and parents in our Community Schools process. We have a deep commitment to representing those who are marginalized and/or nonparticipating. Our plan to address their needs is to identify the specific families, contact them directly through phone calls or in-person meetings and encourage them to share their feedback. Whenever possible, Del Mar commits to continuing the practice of home visits with the support of our family liaison and principal.

During the 23-24 school year, Del Mar has already begun the work by identifying the students whose caregivers are not actively engaging with our school. We have done this by tracking parent conference participation, caregiver participation in school events and school surveys, including our most recent NAA. After identification of these families, the information will be shared with certificated teachers, appropriate classified staff, and community partners with the goal of creating a collective action plan to reach these specific families. Moreover, Del Mar staff recognizes that parent/caregiver education is key to increasing authentic parent/caregiver engagement. Del Mar is committed to continuing the work in creating a welcoming environment that meets these essential

members of our school community at their comfort level.

Del Mar understands that some of the key challenges to parent/caregiver engagement are:

1. Lack of trust
2. Opportunities to participate during school hours
3. Families not feeling that their contributions are valuable/important

The ongoing commitment of the Community School Coordinator involves identifying, establishing, and fostering school-community partnerships aligned with the **four pillars** of community schools: *Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators, and; Extended Learning Time and Opportunities.*

The school administers educational partner surveys and a mental health and wellness survey, utilizing the Fidelity Integrity Assessment (FIA) to enhance the MTSS framework across various domains. This commitment to an assets-driven and strength-based approach involves continuous improvement using cycles of PDSA, overseen by the Principal, Community School Coordinator, and Del Mar Family Liaison.

The CSC coordinates and manages the assets and needs assessment process annually by using cycles of PDSA (plan, do, study, act), including focus groups, school site resource inventory, self-assessment, and surveys involving all partners. A tiered approach is employed, incorporating interviews with educational partners to gather specific experiences and areas for growth and improvement. Review meetings highlight assets and opportunities from various assessments, leading to the identification of the top three priority topics and the development of implementation plan.

Communication of assessment activity findings occurs through verbal and written channels, including the school-wide communication platform Parent Square, social media, school newsletters, and publishing these on our LOSD website. Collaboration with the school's leadership team ensures the findings are linked to learning and communicated effectively to families through traditional school events. Community-wide engagement opportunities, including public forums and existing partnerships with community-based organizations, facilitate engagement with families beyond the traditional school setting. This commitment to transparency and engagement is underscored by annual reporting and public presentations at Board meetings. Opportunities like home visits, community town halls, and engagement with elected officials further strengthen the communication and support network for the community school strategies informed by data analysis.

**Part B:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Individualized Support for Students	<ul style="list-style-type: none"> <li>→ Fewer referrals to Student Study Teams</li> <li>→ Fewer students needing academic intervention support</li> <li>→ Decrease in minor behaviors and major behaviors</li> <li>→ More student engagement within the classroom will lead to <u>higher academic proficiency</u> and higher levels of intrinsic motivation to be a part of the classroom community of learners</li> <li>→ Higher and appropriate usage of calm corner spaces will increase levels of self regulation in students</li> <li>→ Student centered curriculum and instruction will support the whole child</li> <li>→ Utilize community partnerships to provide targeted professional development for staff around student representation of culture and identity</li> </ul>
Expanded Extracurricular and Enrichment Programs:	<ul style="list-style-type: none"> <li>→ Create opportunities for students to participate in morning enrichment clubs to decrease absenteeism and tardiness in our student population</li> <li>→ Create opportunities for students to participate in clubs after school (separate from LEAP)</li> <li>→ All clubs will be based on input and interests of students</li> <li>→ Bring in community partners that enhance our cultural practices by delivering services to students such as clubs, lesson series, and assemblies</li> </ul>
Holistic Support and Positive Interventions:	<ul style="list-style-type: none"> <li>→ Expand mental health services via our community partners (Santa Cruz Community Health)</li> <li>→ Expand the mindfulness enrichment program for all students</li> <li>→ Fund the creation of calm corners for regulation of emotions students</li> <li>→ Targeted professional development for all staff on SEL strategies to help increase self regulation and positive staff to student relationships</li> <li>→ Professional development for all staff on restorative justice/practices and trauma informed practices to address the need for positive interventions and reinforcement of positive behaviors</li> </ul>

### Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.



At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

**Describe your goals for strengthening collaborative leadership.**

### Site Level Goals and Measures of Progress

Goals	Action Steps
Del Mar will create a cohesive, single Community School Advisory Council (CSAC) that will serve as a decision making body and will consist of staff leadership, parent/caregivers, administration (to include district level), and community partners.	<ul style="list-style-type: none"> <li>Establish core participants on the CSAC <ul style="list-style-type: none"> <li>Ensure participation from potentially marginalized groups by holding listening sessions with parents/caregivers, students, and staff to include classified staff</li> </ul> </li> <li>Develop specific processes and meeting norms for all members of the CSAC, including identifying member roles, and responsibilities <ul style="list-style-type: none"> <li>Create a collaborative, yearly calendar that takes into consideration availability of all members</li> </ul> </li> <li>Have an established agenda at each meeting that consistently addresses the following items: <ul style="list-style-type: none"> <li>Data Review</li> <li>Discussion of Current Needs and Assets Assessments as brought forth from different members (staff, parents/caregivers, community members)</li> <li>Create appropriate goals and outcomes based on NAA's</li> <li>Alignment of partnerships to school goals</li> <li>Conclude each meeting with an action plan for each goal</li> </ul> </li> </ul>
Engage and encourage all members of the school community to participate in providing authentic feedback on school initiatives, programs, and events.	<ul style="list-style-type: none"> <li>Use multiple mediums to attain feedback via email, messaging, or in-person conversations <ul style="list-style-type: none"> <li>All school community are encouraged to email <a href="mailto:dmoffice@losd.ca">dmoffice@losd.ca</a></li> <li>Parents/caregivers can use ParentSquare</li> <li>Feedback can be in person at the Wednesday Table</li> <li>Del Mar will commit to creating mini-feedback surveys following school events (for parents/caregivers, and staff)</li> </ul> </li> <li>Share meeting notes with the whole school community via website and monthly ParentSquare post.</li> <li>All communication will be interpreted or translated.</li> <li>Childcare and a light meal will be provided for all participants.</li> </ul>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

**Live Oak School District**

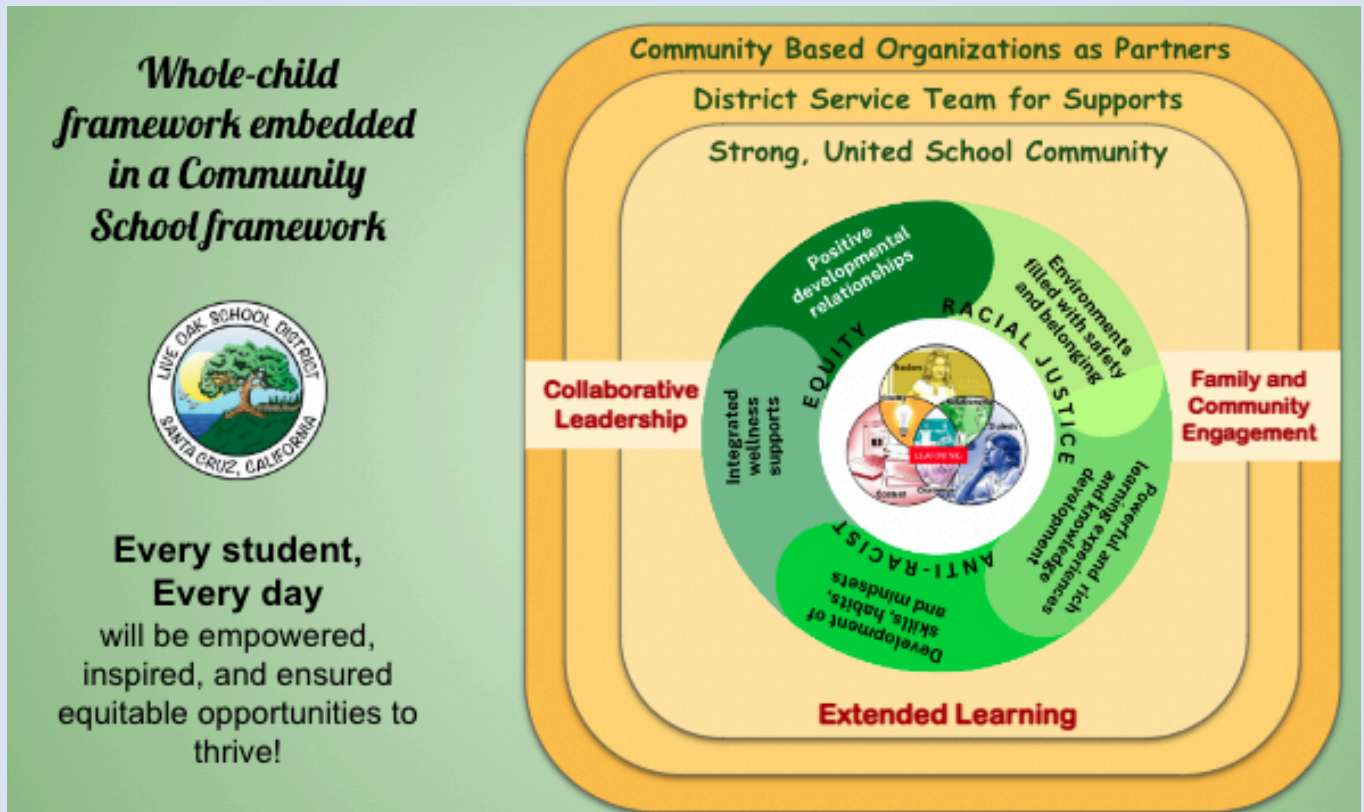
Live Oak School District has created a model to address the Whole Child Framework across all 3 elementary sites, the alternative program, and our middle school. The model flows from the inside out and starts with the classroom. The classroom is the core of all we do because it is where you will find our teachers, our students, and instructional content. The circle of five shades of green represents what is happening at the schools. They are the five principles of the whole-child framework from Design Principles for Schools ([www.k12.designprinciples.org](http://www.k12.designprinciples.org)). Each school is providing 1) positive developmental relationships, 2) environments filled with safety and belonging, 3) rich learning experiences and knowledge development, 4) development of skills, habits, and mindsets, and 5) integrated support systems.

The inside square represents our school as a strong, united school community. There we have collaborative structures that include parents, caregivers, staff, administrators, students and community partners. We have started a robust Family and Community Engagement team with a family liaison at each school. We are also offering extended learning opportunities at our school to support our families. In this program we are offering before and after school engaging experiences for students on a daily basis.

The middle square shows how the district provides support for the school. The district team, which includes the Board of Trustees, works in service of the schools with a focus on the service of staff, students, families, and the community at large.

The outside square shows how all our community-based organizations (CBO) are partners and will become an extension of our school and district. The beauty of Community Schools is that the CBOs, for the first time, are able to become part of the structure of the school.

Everyone working together within this framework, allows us to achieve our moral imperative of “Every student, every day will be empowered, inspired, and ensured equitable opportunities to thrive.”

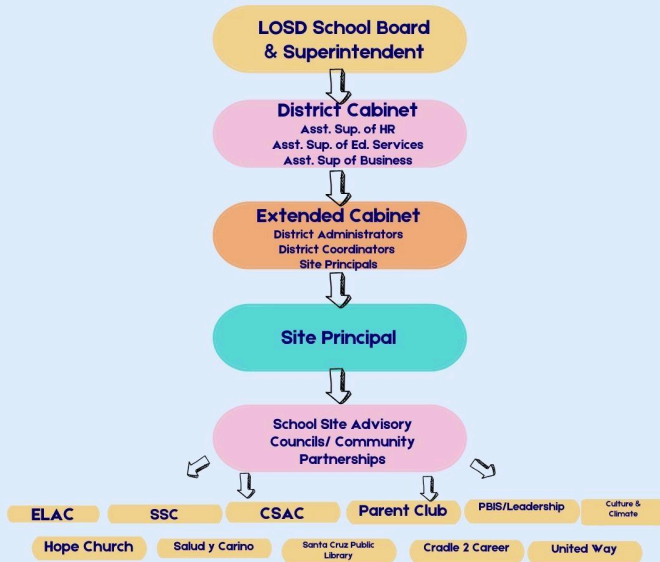


The LEA has a District Community School Advisory Council (D-CSAC) that has advisory power. The purpose of this council is to ensure the schools have what they need to move forward with the Community School initiative. Since we are such a small and tight-knit community, the LEA takes point in overseeing all the Community Partner Consortium and writing all the Memos of Understanding (MOUs) that the schools will need to do the work at each school.

### Del Mar Elementary School Structure



### Del Mar Advisory Structure



### Del Mar Community School Advisory Structure



Del Mar staff (certificated and classified) have a strong collaborative and democratic decision making process that operates to ensure that voices are heard and decisions reflect the collective needs of Del Mar. With the focus on Community Schools being the importance of student, caregiver, and community voice as an integral component of the process, Del Mar is working innovatively to inspire our caregivers and community partners to engage in our Community School Advisory Council. This is where our focus lies as we work collaboratively to empower our entire community to give us their authentic feedback in all aspects of our educational setting's offerings.

## Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

LOSD's LCAP is written embedded in the whole-child framework described above and the School's SPSA aligns to the LCAP.

See brief overview of the LCAP goals below:

**GOAL #1: Family and Community Engagement (FACE), Image, and Outreach**

Live Oak School District will actively promote Family And Community Engagement (FACE) at all schools as we develop and grow as community schools with a focus on a whole-child framework and **an anti-racist model of education in order to ensure equal opportunities and success for all students**. The FACE strategic plan will use the guiding strategies of welcoming environments, effective communication, resources and opportunities, and shared responsibility and leadership with a foundation based on equity and cultural responsiveness.

- Welcoming Environments
  - Ensuring systems are in place to provide a space where the families feel like they belong
- Effective Communication
  - Two way communication platform in multiple languages
- Resources and opportunities
  - Family liaisons are at each school
  - Family and Community Engagement (FACE) Director to oversee the new FACE strategic plan
  - Opportunities for parents and families to get involved and continue to grow themselves
- Shared responsibility and leadership
  - Provide spaces for parents to feel comfortable getting together to learn how to support their students
  - Elevate the voices of students
  - Outreach and partnerships with community organizations

**GOAL #2: Academic Achievement & 21st Century Learning**

Empower, inspire and ensure equitable opportunities for every student to thrive in an academically rigorous, collaborative, and innovative learning environment.

- Whole-child Principle #2 - Environments filled with safety and belonging
  - Recess coaches
  - Bilingual staff
  - Restorative practices
- Whole-child Principle #3 - Powerful and Rich Learning Experiences and knowledge development
  - Supplemental differentiated online programs
  - Universal assessment and screeners
- Whole-Child Principle #4 - Development of skills, habits, and mindsets
  - Growth mindset curriculum
  - Accountable talk trainings

**GOAL #3: Physical & Social-emotional Wellness**

Provide enriching, affirming, inclusive and healthy school communities that address the diverse needs of every child in order to ensure full engagement.

- Whole-Child Principle #1 - Positive developmental relationships
  - PBIS systems to support safe learning environments
  - Small classrooms and additional supporting adults on campuses
- Whole-Child Principle #5 - Integrated Wellness supports
  - RTI teachers

- RTI aides
- Mental health clinicians
- School counselor at Shoreline Middle School

## Site Level Goals and Measures of Progress

Goals	Action Steps
The CSAC will incorporate the community school strategy into any existing school-wide strategic plans or improvement plans.	<p>The CS TOSA and the district Community School Coordinator will examine, analyze, and develop a better understanding of:</p> <ul style="list-style-type: none"> <li>● School and organizational (LEA) policies</li> <li>● Current school-level initiatives</li> <li>● Committee structures and policies</li> <li>● School-wide strategic plans</li> </ul>
Enhance awareness and comprehension of the CA Community School Framework and its alignment with the schools SPSA.	<p>The Community School Coordinator and TOSA will promote the CA Community School Framework and the Community School Implementation Plan through the following actions:</p> <ul style="list-style-type: none"> <li>● Conduct sessions to introduce and discuss the CA Framework and Implementation Plan with the CSAC committee (students, staff, parents, and community members).</li> <li>● Distribute informational flyers and digital communication that highlight the responsibilities of the CSAC and provide information about the CA Framework and Community School Implementation Plan to all CSAC members, parent/caregivers and partners.</li> <li>● Create and oversee shared outcomes as part of the implementation process and ongoing adjustments to the CS plan.</li> </ul>

## Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Continue to recruit and employ diverse, and whenever possible, multilingual staff that will contribute to Del Mar Community School.	<ul style="list-style-type: none"> <li>• Continue and enhance partnerships with local universities to attract high quality candidates.</li> <li>• Partner with local agencies, such as the Foster Grandparent Program and high schools to encourage quality volunteers to work with students.</li> <li>• Increase stipends for bilingual teachers.</li> <li>• Connect staff with housing resources, so that more teachers are able to sustain living in the area.</li> </ul>
Build a strong Community Schools centered staff by delivering comprehensive training.	<ul style="list-style-type: none"> <li>• Provide training for:               <ul style="list-style-type: none"> <li>○ Fundamentals of the Community School Model</li> <li>○ Restorative Justice and Practices</li> <li>○ Trauma Informed practices</li> <li>○ Community based learning curriculum and pedagogy</li> </ul> </li> <li>• Allow for select Professional Learning meetings around the work of Community Schools for teaching staff</li> <li>• Create Professional Learning meeting time around the work of Community Schools for classified staff</li> </ul>

## Key Staff/Personnel

Principal	The Principal serves as the custodian of essential components that enhance student outcomes. Engaged in decision-making across organizational, school site, and community levels, the Principal supports budget planning, aligns strategic partnerships, oversees program implementation, and ensures compliance.
Community School Coordinator (LOSD)	The Community School Coordinator oversees the comprehensive implementation of community school processes, programs, partnerships, and strategies at the district and school site. They take a leadership role in conducting the annual Assets & Needs Assessment process, coordinating and aligning partnerships to address the needs of students, staff, families, and the community. Additionally, they play an integral role within the school's leadership team.
Family Liaison	The Family Liaison collaborates with parents and families to enhance their engagement in student learning. They bring organization and coherence to the school's initiatives to increase parent involvement while moving

	towards parent engagement, addressing the needs and concerns of parents and families. The FACE team establishes continuous mechanisms for parents and caregivers to actively contribute in significant roles at school, home and in their community.
The CORE Team	In the crucial role of frontline staff, the CORE members are typically the first to identify when a child or family requires additional assistance. Serving as a lifeline to families, they connect them with resources not only within the school site but also within the broader community. Additionally, they play a role in supporting purchasing and ensuring the implementation of contracts.
Mental Health Clinician	The mental health clinician plays a vital role in providing integrated systems support at the school. They are also part of the support to families and staff.
Community School Lead Teacher	This new position as a teacher on special assignment will be needed to set up teaching and learning practices around community-based and project-based learning as well as aligning district and site plans with the new Community Schools Plan. Del Mar envisions filling this position in Year 2 of the Implementation Plan.
Community Liaison	The Community Liaison will help bring in and align new resources from our community partners to our existing programs and resources. The Community Liaison will work with Family Liaison to provide deeper integrated services to all students and families.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As stewards of public funding, LOSD demonstrates an accountable history of effectively utilizing public and private investments to benefit students and their communities. Through its various departments, LOSD strategically aligns and leverages diverse funding streams for its community school programs, as outlined in online questionnaire numbers 10-12.

The Live Oak Education Foundations as a growing fundraising initiative, raises approximately \$10,000-\$15,000 annually, fostering unity within the Live Oak community. In the last two years, the district has secured two other large grants to continue with the Community School Initiative: the MTSS grant and the Anti-bias grant. As is the vision of the state, we are using all these grants to set the systems and foundation for all of schools to have a strong Community School foundation.

Leveraging insights from the Community Engagement Initiative (CEI), part of the statewide system of support, Live Oak aims to strengthen and expand its development efforts continually. The

commitment extends to hosting various fundraising events across schools to fortify and support the growth of community school initiatives organization-wide.

Moreover, LOSD plans to sustain community school services beyond grant exploration by maximizing reimbursement for services from available sources. These include the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program.

LOSD schools are committed to leveraging multiple funding streams to sustain community school work, tapping into state and federal funding focused on supporting evidence-based factors tied to community school success. Examples include the Extended Learning Opportunity (ELOP) funds, such as the After School Education and Safety (ASES) grant and 21st Century Community Learning Centers (CCLC) program, which fund after-school and summer learning programs integral to community school initiatives.

The Superintendent and District Leadership is always looking for additional grants and resources to grow and continue the Community School initiative. Numerous foundations, such as the California Endowment and the Bill and Melinda Gates Foundation, have supported Community Schools in California. Corporate sponsorship is explored as a sustainability option, with some corporations interested in sponsoring Community Schools as part of their corporate social responsibility efforts. Community partnerships, particularly with local businesses and organizations, are recognized as valuable sources of funding and in-kind support, ranging from volunteer hours to providing space for activities.

Ongoing efforts to build and maintain partnerships with education partners across sectors, as highlighted in questionnaire #10 and #11, are vital to ensuring that Live Oak Community Schools have the necessary resources to deliver high-quality education and support to all students, families, and surrounding communities.

## **Strategy 6: Strategic Community Partnerships**

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.



## Site Level Goals and Measures of Progress

Goals	Action Steps
Create and oversee a detailed mapping system and database of partners	<ul style="list-style-type: none"> <li>• Evaluate our NAAs in order to find community partners to fill the identified needs</li> <li>• Identify specific community partners to help support Del Mar in the areas of:               <ul style="list-style-type: none"> <li>○ Individualized Support for Students</li> <li>○ Expanded Extracurricular and Enrichment Programs</li> <li>○ Holistic Support and Positive Interventions                   <ul style="list-style-type: none"> <li>■ These were the NAA identified collective priorities in Section 2</li> </ul> </li> </ul> </li> <li>• Create and maintain a log of all community partners, and display these relationships through visuals in school office, including the display cases</li> <li>• Create systems for accessing these community partners/resources for all staff to be able to access</li> </ul>
Recognize, form, and grow partnerships between the school and the community that prioritize the overall well-being of students, staff, families, and the community	<ul style="list-style-type: none"> <li>• Establish Family Liaison and community partner check-ins to ensure up to date information or relevant events are shared with Del Mar and vise-versa</li> <li>• Ongoing exploration of potential community partners at county wide events such as job fairs, or farmer's markets</li> <li>• Ensure community partners mapping is continuously being updated and re-communicated</li> </ul>
District goal: Gather the LOSD Community Partner Consortium at least 3 times a year	<ul style="list-style-type: none"> <li>• Make a yearly schedule of when Consortium will be held, ensure all stakeholders are invited and information is ready to be shared</li> </ul>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

### **Live Oak Elementary School District (LOSD)**

In addition to the previously mentioned collaborations, LOSD has forged partnerships with organizations like *Positive Parenting*, *Cradle to Career*, *Second Harvest Food Bank*, *Dientes Community Dental Care*, *Santa Cruz Community Health Center*, *Life Lab* and *The Santa Cruz Farmers Market*, responding directly to the expressed needs of our school community. Responding to the significant demand for mental health and social-emotional learning support, we have organized a Community Wellness Day funded through a grant with our Community Partner, Kaiser Permanente. We invited local community members with experience in the 4 wellness areas our families seeked to gain more knowledge in; Oral, Mental, Physical Health, Nutrition and Social emotional regulation through artistic expression. Families and staff participated in mini interactive workshops to build community while learning about these important topics. Families and Staff were able to engage with community partners, other community members as well as bettering themselves in the process.

Along with our many opportunities for Family and Community engagement, we have stewerted our parenterships with long time community organizations to assure we continue to embrace and

respond to our families needs. Our commitment to assure all students and families have fresh fruits and vegetables available is a big priority for our district. We recognize that when students are hungry they can not focus on learning. By partnering with Second Harvest Food Bank this allows for our families to receive several opportunities a month to receive bags of staple pantry items, fruits and vegetables that help to alleviate food insecurities in our community. These opportunities come via food distribution at school sites. Families volunteer their time to help make these distributions happen.

During last year's planning process (2022-2023), LOSD responded to the request of families and the community. With a group of Champion parents, a strategic plan created by the parents with facilitation from district leadership As part of the strategic plan created by families, the district hosted six district-wide events. During this first year we set out to gain trust and build community amongst our families. We walked the halls, asked curious questions and made sure to actively make connections with each family. Our goal is to take this next year and dive deeper in building up our connections with families to assure that all families feel welcome, heard and welcomed at LOSD. We have established three spaces for families and staff to partner in conversation and collaboration for change. These spaces are Racial Equity and Justice, LGBTQIA+ and Families of Special Education community groups.

- Back to school BBQ - 270 attendees
- Caregiver University - 37 attendees
- December Thank you to caregivers - 150 reached at each comprehensive school and 36 at the alternative school
- Amor a la Lectura - 331 attendees
- Día del Niño - 971 attendees
- Parent Square training at each individual school - 30-50 attendees

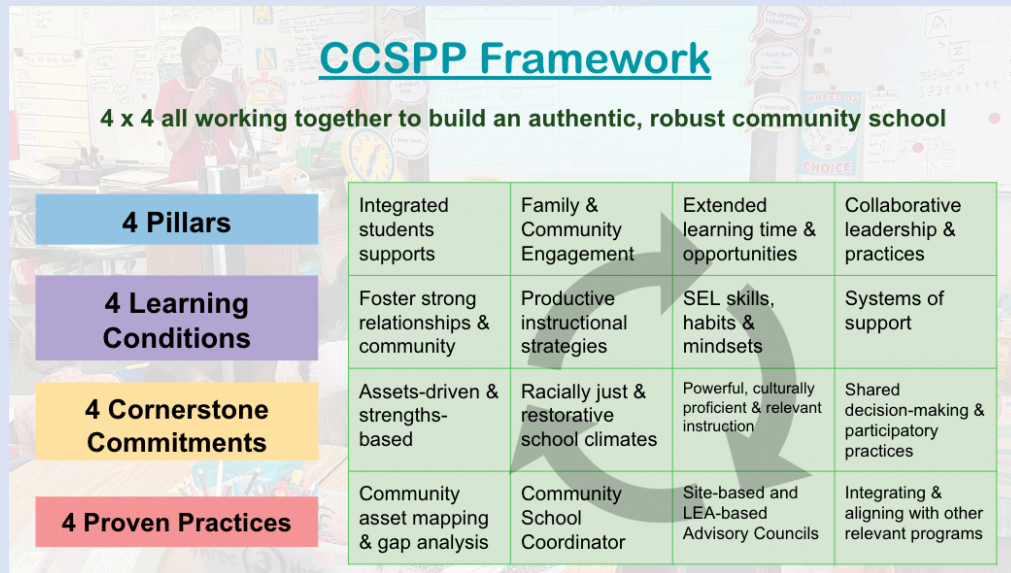
This year, the numbers have increased and so far we have had:

- Back to school BBQ - 450 attendees
- Caregiver University >> renamed Community Wellness Day - 75 attendees
- Thank you to Parents and Caregivers served 150+ families and 50+ staff at our sites.

The district also created the LOSD Community Partner Consortium with over 25 organizations in the area committed to the work of community schools. The partners have participated in deep dives into the CCSPP framework, including the four pillars, four learning conditions, four cornerstone commitments, and four proven practices.

We created a 4 x 4 visual as a quick reference for the work we are engaged in and for our partners to have a reference, one-pager, of what a robust community school includes.





### Del Mar Elementary School

In response to students' expressed needs to social emotional learning, Del Mar has partnered with Santa Cruz Community Health to bring on board an additional day of counseling for students, as well as partnered with the Santa Cruz County Office of Education to bring in "The Companion Project" which enables Del Mar students to access more mental health supports via individual therapy provided on site.

Our partnership with Santa Cruz Community Health (SCCH) allows us to have a full day of services provided by a licensed therapist. Services are provided in school. Additionally, some of our students are already patients at SCCH and benefit from receiving extra support on campus. Del Mar students benefit from this having a male, and Spanish/English bilingual clinician.

To strengthen our school community and enhance parent engagement, Del Mar plans to host more family nights. Building on the success of the events such as Family STEAM Night, Family Arts Night, and Community Trick-or-Treat, attended by over 200 families school wide, Del Mar will continue to pursue events that bring in community partners and increase parent/guardian engagement.

Recognizing the importance of family engagement, the "Amor de la Lectura/Love of Reading" event has been introduced, encouraging families to engage in various literacy activities for the chance to earn prizes and learn strategies to connect with their children academically and emotionally. Del Mar is proud to be co-hosting this event for the second year in a row, and will continue to support this district unifying event. Family participation in this event will help inform possible future engagement strategies based on observed preferences and participation.

## Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the  
LOSD - Del Mar Elementary

community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen the leadership capacity within Del Mar	<ul style="list-style-type: none"> <li>• Foster collaborative decision-making processes and harness leadership potential through regular reflective data analysis sessions and conduct quarterly check-ins to monitor and assess growth</li> <li>• Establish a stipended mentorship program (in addition to an induction program) between site based veteran and new teachers in order to provide individualized support.</li> </ul>
Invest in our Staff via professional development to develop skill sets around: <ul style="list-style-type: none"> <li>• Cultural proficiency</li> <li>• Restorative Justice &amp; Practices</li> <li>• Social Emotional/trauma informed Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a PL plan intended for all staff in cultural proficiency professional development, restorative justice and practices, and social emotional/trauma informed practices</li> <li>• Onboard and support new teachers with curricular training and site practices, ensure they receive the trainings that veteran staff have received</li> <li>• Invest teacher release time to allow for collaboration time to share and streamline focused practices</li> <li>• Train staff to implement Second Step curriculum</li> </ul>

## Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Develop strong staff capacity in identifying cultural, linguistic, real-life experiences and issues that are relevant to students' lives.	<ul style="list-style-type: none"> <li>Invest time with newcomer students (or any student new to Del Mar) by having family liaison take time to interview the family and doing a formal intake. (Newcomer Intake)</li> <li>Create an SEL/NAA baseline screener with questions relevant to our students and our community -               <ul style="list-style-type: none"> <li>Enhance this by inviting community conversations:                   <ul style="list-style-type: none"> <li>Example - Ask Cradle 2 Career what are some of the more important things they'd like to know when supporting a family</li> <li>Asking students how they get to school (drive, bus, car, walk, etc)</li> </ul> </li> </ul> </li> <li>Equip staff with professional development around culturally proficient practices</li> <li>Budget time and funds for teachers to authentically get to know families via after school check-in appointments, or office hours</li> <li>Explore and introduce curricular and expeditionary learning that is culturally relevant to our school community</li> </ul>
Prioritize active participation in conferences, trainings, and webinar opportunities about Community Schools, including visiting other Community Schools with similar demographics as Del Mar participating in year 1 or 2 of the implementation process.	<ul style="list-style-type: none"> <li>Create a calendar-at-a-glance and advertise opportunities for staff to participate in Community School learnings               <ul style="list-style-type: none"> <li>Set aside funding to compensate after school trainings or provide substitute coverage to ensure all are able to participate</li> </ul> </li> <li>Identify champion staff, parent/caregiver, and community members that are able to commit to visit other Community Schools as visits are available</li> <li>Organize trips for teachers, staff, families and community members to visit the Museum of Tolerance annually</li> </ul>

## Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the **development of an evaluation plan** for the community schools initiative, rooted in local data and measures that allows for diverse

community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcomes/Indicators
Establish and define the data baseline by beginning of academic school year 24-25 (target date of Aug 23, 2024)	<ul style="list-style-type: none"> <li>• Invite established community partners to provide input on success criteria</li> <li>• Invite all parent/caregivers to provide input via ParentSquare platform and as they come in to the office during summer school hours</li> <li>• During the first week of school, invite students and staff to provide input on success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Complete baseline data and metrics, share these with staff, families, community partners, and students (as appropriate)</li> </ul>
Each year, increase CAASPP results of met or exceeded by 50% based on Distance from Standard (DFS) assessments	<ul style="list-style-type: none"> <li>• Use the CDE dashboard as a way to monitor CAASPP scores</li> <li>• Share this data with staff, parents/caregivers, community partners and students</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate advancement through our point level in English Language Arts, Math, and English Learner progress</li> </ul>
The leadership committee will be proficient in progress monitoring, demonstrating abilities in conducting Plan-Do-Study-Act (PDSA) cycles and sharing evolving insights via community dialogues and structured meetings.	<ul style="list-style-type: none"> <li>• Collaboratively complete a Theory of Action at the beginning of each year with ongoing reflection cycles using CAASPP data, baseline academic data, LCAP goals, and needs identified by our NAA.</li> <li>• Along with Principal, CS Lead Teacher will monitor and help facilitate the PDSA for staff and the CSAC</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment/interpretation of outcome data from PDSA</li> <li>• Quarterly revisions to the implementation plan driven by the PDSA cycles of inquiry.</li> </ul>
Community School Implementation Plan will create a living document that can be used to create an	<ul style="list-style-type: none"> <li>• Principal and CS Lead Teacher will facilitate the creation of a Community School Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• The Community School Implementation Plan will continuously work as a living document that will</li> </ul>

evaluation plan that is informed and aligned to the LCAP and SPSA Goals.	Plan with the support of the Community Schools Director	<p>be used to monitor progress made and areas of growth for 3 primary community schools goals.</p> <ul style="list-style-type: none"><li>• CSAC will review this quarterly (Sep 2024 create, December 2024 review, February 2025 review, April 2025 review).</li></ul>
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**Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.**



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*Superintendent*

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### **Attachment IV-a: Del Mar Elementary**

### **Community Asset Mapping and Needs/Gap Analysis**

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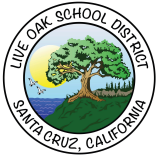
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### Team map at Del Mar

Team Name	Composition	How often they meet	Where they meet	Purpose	Goal(s)	What they are working on now	How information is shared with others?
Extended Cabinet	Superintendent, 5 Principal, 1 Asst. Principal, 5 Directors, Community Coordinator, Family & Community Engagement Director	Bi weekly	District office/ zoom	Create alignment for district and site based topics	Discuss upcoming activities and/or changes to policies and protocols, problem solve, share concerns, discuss action plans, etc.	Changes on a weekly basis	Documented notes of each weekly session, meeting are scheduled and shared via google calendar.
Leadership Committee	6 Teachers & Principal	Monthly	Library or rotating classroom	Academic and site initiatives, schedules, grade level input	School collaboration, decision making	Redesigned rainy day schedule, SPSA Theory of Action.	Shared minutes and teacher leads share out to grade levels. Shared docs and google calendar for meetings.
School Site Council	5 Staff (classified, cert.), 5 Parents & Principal	Monthly	Library	Decision making body that informs and provides input on School Plan for Student Achievement.	Review, advise and make decisions on SPSA. Review academic and attendance data and makes	Approving the SPSA and CCSPP Implementation Grant application	Agendas, power points are shared prior to meetings, meetings are scheduled and shared via the school google calendar.





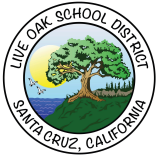
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				Approves parent teacher compact, and Parent Participation guidelines.	recommendations		
PBIS/MTSS-Positive Behavior intervention team	PBIS Coordinator, Site Lead, Principal, 3 Certificated Staff	Monthly	Library	Positive school culture, implementing and sustaining a positive behavioral system	PBIS works on creating an environment of positive behaviors at school.	Updating the school playbook (school games),  Implementing new P R I D E - guidelines for success  Refining PBIS implementation practices	They present data every trimester (3 year) Staff Meetings Weekly Bulletin Emails
Community Schools Advisory Council	8 Parents & 6 Teachers & Principal, Community Partner, Community Schools Coordinator Family Liaison	Monthly	Library	Oversee CCSPP Implementation/ Planning Grant processes	Engage the school community in all things Community Schools, Support with the Needs and Asset Assessment, Evaluate the CS planning process and complete the 9 building strategies	Review data from the Needs and Assets Assessment	Meeting dates are posted on Parent Square, call reminders are made by our Family Liaison, Needs and Assets assessment is made public on CS webpage.





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					site assessment.		
English Language Advisory Committee (ELAC)	8 Parents & Principal Family Liaison	Monthly	Library	Support ELL students, share information/ data with parents, supporting student reclassify	Support ELL students reclassify before middle school	Reclassification	Parent Square, phone call reminders for meetings, flyers, school website, agenda and minutes are shared prior to the meeting.
PTO	Principal, 12 Parents	Monthly	Library	Plan school events, fundraiser, recruit parent volunteers	Parent Run Fundraising Group	Parents Night Out - community fundraising event  Valentine Day Fundraising event - I LOVE Green Acres Campaign	Parent Square messages Principal's Monthly Messages



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### Asset mapping and gap analysis ([full report here](#))

We did an extensive family asset and needs assessment. Here are some highlights:

#### Question 1: What are the top three things that students and parents love about Del Mar?

##### These are the top three themes that emerged:

- Community and communication (~25%):
  - Communication with teachers.
  - Community feel, teacher experience level, multicultural programs.
  - Welcoming atmosphere, community, location.
- Teachers and staff (~52%):
  - The kindness of the principal and teachers.
  - The teachers, the sense of community, the level of care for each student.
  - Amazing teachers, support staff, commitment to students' well-being.
- After-school programs and activities (~13%):
  - The after-school program LEAP.
  - After School program LEAP, attention, and collaboration from the principal and staff.
  - Variety of physical activities, extracurriculars, and engaging events.

**Summary:** These themes highlight a strong sense of community, appreciation for the quality of teaching, and the availability of diverse programs and activities at Del Mar.

##### Direct quotes:

"I like the support the school offers my child, I like the afterschool program (LEAP). I like the school staff, they are always kind and respectful." - 3rd grade family

"We really love our daughter's teacher! She is kind, caring, and supportive. Her classroom is welcoming and safe and her love for learning is contagious." - 3rd grade family

"We love the communication between the principal and our family." - 2nd grade family

#### Other themes of about what people love about their school were (not in any particular order):

- Appreciation for the strong sense of community and sense of belonging, positive relationship with staff and other students
- Dedication and support of teachers and staff, their responsiveness, and competence
- Grateful for LEAP program and other extracurricular opportunities
- Location and proximity of school to home
- Effective communication between home and school
- Positive security measures and the overall feeling of safety
- Appreciation for diversity and inclusivity of different cultures and backgrounds
- Appreciation for Specific features like gardens and well-maintained facilities



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- Community events and involvement, as well as programs supporting students with diverse need is appreciated
- Loving the overall quality of education, curriculum, and teaching methods as well as the individual attention to students and a focus on their growth and well-being

**Summary:** These themes suggest that a combination of factors, including community engagement, teacher quality, diverse programs, safety, and effective communication, contributes to a positive perception of schools.

### Question 4: Ideal supports for families

**These are the top three themes that emerged:**

- After-school care and academic support (~24%):
  - A significant trend is the desire for after-school care programs, including LEAP (Learning, Enrichment, and Play) and homework support.
  - Families express the need for more academic support, tutoring, and homework help for students, especially those who may be struggling or falling behind.
  - Free summer camp, continued aftercare, and academic enrichment programs are also highlighted.
- Communication and community building (~16%):
  - Continuous, well-executed communication is emphasized as a crucial support for families.
  - Families value community-building events, family nights, and gatherings that bring parents together and create connections within the school community.
  - Resource lists, financial support, and information about available resources are essential for families, contributing to a sense of support.
- Counseling and emotional support (~10%):
  - Counseling services, both for students and parents, are mentioned as crucial supports for families.
  - Emotional support, socio-emotional learning, and mental health services are highlighted as important aspects of family support.
  - Community-based therapy, guidance, and care navigation for accessing health and mental health services are also recognized as valuable.

**Summary:** The top themes in ideal support for families include a focus on after-school care and academic assistance, effective communication, community-building events, and access to counseling and emotional support services. These elements contribute to a supportive and nurturing environment for families within the school community

#### Direct quotes:

"Thanks to LEAP I am able to work while my child is receiving homework support and enrichment." - Kindergarten family



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"Referrals and support for accessing health, dental and mental health services as needed. On-site childcare so that families can attend after hours meetings and be active members of the school community." - 1st grade family

"More communication when a kid requires additional support/ more attention on a certain subject, and a plan for improvement." - Kindergarten family

### **Other themes that surfaced (not in any particular order):**

- Basic family needs (such as housing, food, and health resources):
- After-school care (expansion)
- Continued communication between family and school that is clear and consistent
- Community building events
- Increased parental involvement, workshops, and parenting classes
- Academic support like tutoring and homework help
- Equity and inclusivity especially for lower income families
- Increase mental health and counseling
- Community connection, like a community closet and pantry
- Financial and housing support
- Flexibility in scheduling of events and daily schedule
- Specialized programs, such as vocational, computer and ESL classes for parents
- Transportation
- Individualized opportunities
- Teacher and staff support

**Summary:** Ideal supports for families include a combination of basic needs assistance, academic support, mental health services, community-building events, and effective communication. There is a strong emphasis on inclusivity, equity, and flexibility to meet the diverse needs of families within the school community.

### **Question 5: Ideal after school programs**

#### **These are the top three themes that emerged:**

- Diverse enrichment programs (~95%):
  - Parents express a desire for a variety of enrichment programs, including sports, art classes, music, dance, STEM (Science, Technology, Engineering, and Mathematics), and outdoor activities.
  - Specific requests include programs in nutrition, science, soccer, self-defense, gardening, and activities related to arts and crafts.
  - Interest in student-driven and student-requested programs to cater to individual interests.
- Extended-care (~17%) and flexible timing:
  - There is a consensus on the need for extended after-school care until at least 5:30/6:00 pm, especially for working families.
  - Flexibility in timing and the option to attend on specific days are highlighted to accommodate varying schedules.



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- Desire for after-school care programs that are more play-based than learning-based, considering the long hours students spend in school.
- Homework assistance and academic support (~19%):
  - Parents emphasize the importance of homework assistance and homework clubs as part of after-school programs.
  - Interest in academic support, tutoring, and STEM-related activities to enhance learning outside the regular school day.
  - Suggestions for programs that provide both physical activities and educational opportunities, striking a balance between play and learning.

**Summary:** The top themes for ideal after-school programs include a diverse range of enrichment activities, extended care with flexible timing, and a focus on both academic support and physical activities. Providing a well-rounded and flexible after-school experience that caters to various interests and schedules is a common theme among parents' preferences.

### Direct quotes:

"Homework club art and music programs as well as sports. Both of my children LOVE the current after school program." - 2nd grade family

"I would like to see more programs like Food Lab for students to develop a variety of useful skills." - 5th grade family

"Space for anyone who needs after school care. Enrichment programs like art, dance, digital art, karate, stem, gardening, home economics etc. homework help." - 3rd grade family

### **Other themes that surfaced (not in any particular order):**

- Add more diverse activities, sports, STEM, and the arts
- Homework assistance and completion program
- Positive feedback on current programs, like ELOP that should continue
- Provide more Interest-driven programs driven by students
- Extended care and time flexibility is beneficial
- Community partnerships to add diversity of programs
- Include cultural and educational programs
- Avoid Screens/TV and encourage more reading of books
- Concern about student safety, more secure classrooms for the little ones
- Community involvement, volunteer opportunities

**Summary:** The ideal after-school programs are diverse, cater to student interests, provide homework assistance, and offer extended care options. There is a strong emphasis on the inclusion of various activities, including arts, music, sports, and enrichment programs, to meet the needs and preferences of all students.

### **Question 6: Ideal school environment (food, safety, respect, etc.)**

**These are the top three themes that emerged:**



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- Healthy food and nutrition (~56%):
  - Parents express a strong preference for healthy and nutritious food options for students, including a desire for organic and fresh choices.
  - Suggestions include more variety in meal options, offering vegetarian and vegan choices, and reducing processed and sugary snacks.
  - Safety measures related to food, such as proper handling for those with allergies, are highlighted.
- Safety and respect (~46%):
  - Safety is a top priority, with parents emphasizing the need for a safe learning environment, including measures against bullying and violence.
  - Respectful and inclusive interactions among students, staff, and families are considered essential for creating an ideal school environment.
  - Parents appreciate open communication, quick resolution of issues, and a positive approach to discipline, focusing on teaching values and conflict resolution.
- Comprehensive learning environment: (~19%)
  - A comprehensive approach to education is desired, promoting the well-being of the whole child, including physical, social, and emotional aspects.
  - The importance of a positive, encouraging atmosphere where mistakes are viewed as opportunities for learning is highlighted.
  - Calls for a school environment that supports creativity, exploration, and diverse learning experiences, both inside and outside the classroom.

**Summary:** The top themes for an ideal school environment include a focus on healthy food and nutrition, creating a safe and respectful atmosphere, and fostering a comprehensive learning environment that supports the overall well-being and development of students.

### Direct quotes:

"Healthy food options, safety of school setting, clear protocols for emergency situations and clear and timely communication about emergency events for teachers." -Kindergarten family

"One that makes learning fun and interesting." 1st grade family

"Safety is the priority. I love how the school has a climate of kindness and compassion." - 2nd grade family

### **Other themes that surfaced (not in any particular order):**

- Healthy and safe eating, options and allergy watch
- Continue building respectful environment, no bullying and inclusive atmosphere
- Campus safeguards and security, locked campuses were mentioned, training for staff
- Positive, fun learning experience focused on SEL, growth mindset, and conflict resolution strategies
- Community-minded schools with a focus on inclusion and open communication
- Involving students in decision-making and promoting choices
- More Resources and technology instruction



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**Summary:** An ideal school environment is one that prioritizes healthy eating, safety, respect, and positive learning experiences. There is a strong emphasis on inclusivity, effective communication, and the promotion of a supportive and nurturing atmosphere for both students and teachers.





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## Interest-holder Involvement Activities List

### Del Mar Community School Advisory Council



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#### District CSAC Sign In Sheet

#### Correction: Del Mar CSAC Sign In Sheet

December 14, 2023

NAME/ Nombre	ROLE <small>padre(s)/tutor, maestro, personal, socio comunitario parent/guardian, teacher, staff, Community Partner</small>	EMAIL/ Correo electrónico
1. Jilissa Silva	Parent	jilissasilva13@gmail.com
2. Karla Lopez	parent	KarlaLopezP31@telcel.com
3. Mañela Rodriguez	Parent	MaricelaRfco@gmail.com
4. Lucia Marcel Jimenez	Padre	luci-150916@hotmail.com
5. Guillermo Estrada-Salazar	Padre	
6.		
7.		

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### Del Mar CSAC Sign In Sheet

January 18th, 2024

NAME/ Nombre	ROLE padre(s)/tutor, maestros, personal, socio comunitario parent/guardian, teacher, staff, Community Partner	EMAIL/ Correo electrónico
1. Julissa Silva	Padre	julissilva123@gmail.com
2. Cate Stalock	Teacher	cstalock@losd.ca
3. Shauna Bally	Mental Health Clinician	sbally@losd.ca
4. Rebecca Jones	Teacher	rjones@losd.ca
5. Lauren Pomrantz	Teacher	lpomrantz@losd.ca
6. Rachel Gross	RSP teacher	rgross@losd.ca
7. Denise Altman-Rosas	coe rep	daltman-rosas@santacruz coe.org

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	Nombre	Papel	correo electronico
8.	Jennifer Martinez	Family Liaison	Jmartinez@losd.ca
9.	Ronka Lopez	parent	RonkaLopez83@icloud.com
10.	Liz Fehr	Staff/teacher	lfers@losd-ca
11.	Arin Hunt	teacher	ahunt@losd.ca
12.	Nancy Glez	Staff/parent	Arnalopez2014@gmail.com
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### District Community School Advisory Council



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#### District CSAC Sign In Sheet

October 30, 2023

NAME	ROLE <small>padre(s)/guardian, maestro, personal parent/guardian, teacher, staff</small>	EMAIL
1. Jennifer Lingen	Live Oak Education Foundation	jennifer.lingen@gmail.com
2. Sarah Melton	Central Fire Dist.	sarah.melton@centralfiresc.org
3. GREG Stein	L. OAK PRINCIPAL	gstein@losd.ca
4. Heather Norquist	SC Public Libraries	norquisthe@sanacruzpl.org
5. Daisy Morales	Sup	
6. Crystal Perez	FACE Manager	CPerez@losd.ca
7. Mary Sauter	Principal	msauter@losd.ca
8. Gerald Banks	MGP	gmbanks@SCLCOE.org

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9. Lis DuBois	Boys & Girls Club	Lis@boysandgirlsclub.info
10. Lynne Martinez	Green Acres Special Ed Teacher	Lmartinez@losd.ca
11. Rebecca Dominguez	Green Acres Principal	rdominguez@losd.ca
12. Lauren Pomrantz	Teacher, Del Mar President, COETA parent	DM+SL lpomrantz@losd.ca
13. ARIN HUNT	Teacher, Del Mar	ahunt@losd.ca
14. Tokabed Ruiz	Students Ocean Alternative	28Jruiz@losd.ca
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17. Geoff Parra	LIFE LAB	Geoff@LIFELAB.ORG
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### District CSAC Sign In Sheet

**January 10, 2023**

\*Date Correction January 10, 2024\*

NAME	ROLE <small>padre(s)/tutor, maestros, personal, socio comunitario parent/guardian, teacher, staff, Community Partner</small>	EMAIL
1. Sarah Melton	Fire District / Pub. Ed. Administrative Asst.	sarah.a.melton@centralfire.sc.org
2. Jennifer Lingers	Rep for Live Oak Ed. Foundation	jennifer.lingers@gmail.com
3. Gerardo I Barba	Migrant ED Recruiter	gbarba@sccoe.org
4. Liz Fohs	Del Mar COSTD	lfohs@lmsd.ca
5. Lauren Pomrantz	DM	lpomrantz@wcd.ca
6. Denise Pitman Rosu	COE	dpitman-rosu@santacruzcoe.org
7. Maria Leon	Del Mar	myleon@lmsd.ca

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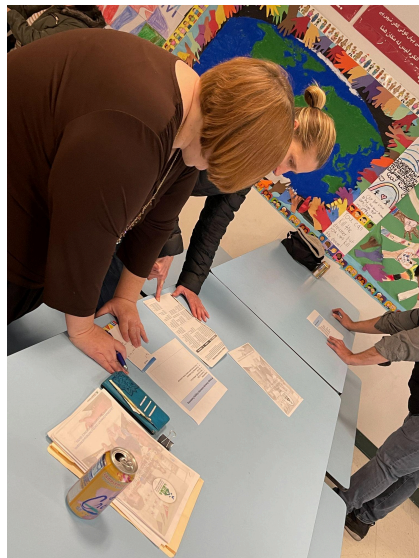
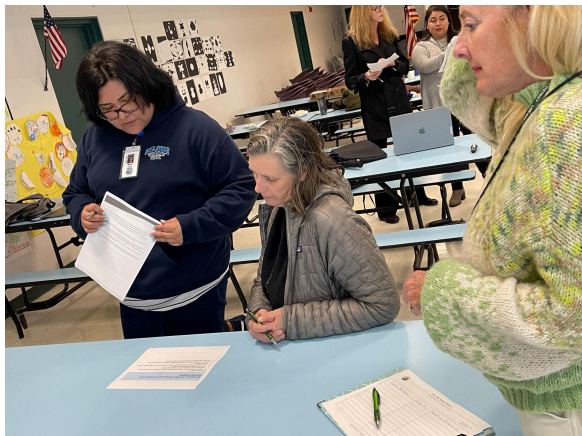
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8.	Lynne Martinez	Green A.	lmartinez@losd.ca
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10.	Kristin Fabos	Cabrillo College	krfabos@cabrillo.edu
11.	Gry. Sten	LO	gsten@losd.ca
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### **Attachment IV-b: Del Mar Elementary**

### **CCSPP Shared Decision-Making Council**

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### Del Mar Community School Advisory Council

#### Roster

**Del Mar Elementary  
Community Schools Advisory Council  
2023-2024**

Name	Role	Community based organization/ School
Maria Leon	Principal	Del Mar Elementary
Gabriela Cruz	Community Schools Coordinator	LOSD District
Jenny Martinez	Family Liaison	Del Mar Elementary
Julissa Silva	Parent	Del Mar Elementary
Gillermo Estrada	Parent	Del Mar Elementary
Karla Lopez	Parent	Del Mar Elementary
Silvia Orocio	Parent	Del Mar Elementary
Cate Stalock	Teacher	Del Mar Elementary
Shawna Bally	Mental Health Clinician	Del Mar Elementary
Rebecca Jones	Teacher	Del Mar Elementary
Lauren Pomarantz	Teacher	Del Mar Elementary
Izzy Heart	Community Advocate	Cradle to Career
Marlen Reyes	Community Advocate	Cradle to Career
Rachel Gross	RSP Teacher	Del Mar Elementary
Denise Pitman Rosas	COE Family Engagement Coordinator	Santa Cruz County Office of Education
Liz Fohs	Teacher	Del Mar Elementary
Arin Hunt	Teacher	Del Mar Elementary
Nancy	Staff/ Parent	Del Mar Elementary






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### **Agenda and Minutes - Meeting 1**



## **Agenda 1/18/24**

<ul style="list-style-type: none"><li>• Welcome</li><li>• Let's Celebrate (survey results)</li><li>• Capacity-building Strategies (rubric)</li><li>• Grant Timeline</li></ul>	<ul style="list-style-type: none"><li>• Bienvenida</li><li>• Celebrar los resultados de las encuestas</li><li>• Estrategias de capacitación (rúbrica)</li><li>• CCSP Cronologica</li></ul>
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January 18th, 2024	
<b>Agenda:</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Let's Celebrate (survey results)</li> <li>Capacity-building Strategies (rubric)</li> <li>Grant Timeline</li> </ul>	
Notes/Actions	
<b>Del Mar Community School Survey Participation</b> <b>Families 78.2%, TK-2 84.6%, 3-5th 75.3%, Staff 76.2%</b>	
9 Capacity Building Strategies: Review	
<ul style="list-style-type: none"> <li>How can Del Mar change from collecting input to shared decision making?               <ul style="list-style-type: none"> <li>Teacher representation on committees like Home and School Club</li> <li>Hybrid meetings</li> <li>Paid time to teachers to incentivize attendance</li> <li>Prioritize site initiative - too many things, nothing getting done...</li> <li>Shared responsibilities and compensation for teachers</li> </ul> </li> </ul>	
<p>How will we engage different groups (students, families, community partners, teachers)? / ¿Cómo involucramos a los distintos grupos (estudiantes, familias, socios comunitarios, profesores)?</p> <ul style="list-style-type: none"> <li>Survey students/families at multiple stages, ask question specific to priorities (ie. LEAP is awesome, tell us why? What makes it great?)</li> <li>Surveys need to be broad and then specific with room for feedback.</li> <li>Need focused feedback on areas listed under engaging... Our survey questions need to be about healthy mental health, extended learning, climate, family engagement, educator retention.</li> </ul> <p>¿Cómo podemos asegurar que tengamos participación de cada familia? Incluyendo familias sin hogar, o con otros tipos de dificultades.</p> <ul style="list-style-type: none"> <li>Specifically focus on marginalized family feedback</li> <li>Create a form where families feel comfortable sharing their home life situations without the stigma or fear</li> </ul>	



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### **Agenda and Minutes - Meeting 2**



## **Agenda 12/14/24**

- Welcome and Introductions
- Capacity-building Strategies (rubric)
- Homework for the next meeting
- Bienvenida y presentaciones
- Estrategias de capacitación (rúbrica)
- Tarea para la próxima reunión





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December 14th, 2023		
<b>Agenda:</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Introductions for New and Returning Participants</li> <li>Capacity-building Strategies (rubric)</li> </ul>		
	Notes/Actions	
	Welcome and Attendance: Julissa Silva (Parent) Karla Lopez (Parent) Maricela Rodriguez (Parent) Lucia Jimenez (Parent) Guillermo Estrada-Salazar (Parent) Maria Leon (Principal) Gabriela Cruz (Community Schools Coordinator) Jenny Martinez (Family Liaison)	
	Review Community Norms and Agreements	
	Review Community Schools	
	9 Capacity Building Strategies: Review	Small group work to answer all 1-9 strategies for Community Schools.



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### D-CSAC

#### Roster

Name	Role	Community-based organization/ School
Sarah Melton	Community Partner	Central Fire Department
Jennifer Lingens	Community Partner	Live Oak Education Foundation
Gerardo Barba	Community Partner	Migrant ED Foundation
Liz Fohs	Teacher	Del Mar Elementary
Lauren Pomrantz	Teacher/ Union President	Del Mar Elementary/ LOETA
Denise Pitman Rosas	Family Engagement Coordinator	SC County Office of Education
Maria Leon	Principal	Del Mar Elementary
Lynne Martinez	Teacher / LOETA Leader	Green Acres Elementary
Veronique Marks	Community Partner	Arts Now
Marlen Reyes	Community Partner	Cradle 2 Career
Izzy Heart	Community Partner	Cradle 2 Career
Heather Norquist	Community Partner	Santa Cruz Public Libraries
Greg Stein	Principal	Live Oak Elementary
Rocio Navarro	Community Partner	Positive Discipline
Arin Hunt	Teacher	Del Mar Elementary
Lisa Rispaud	Teacher	Green Acres Elementary
Dr. Daisy Morales	Superintendent	Live Oak School District
Crystal Perez	Family & Community Engagement Director	Live Oak School District
Mary Sauter	Principal	Ocean Alternative
Lis Debois	Community Partner	Boys & Girls Club
Rebecca Dominguez	Principal	Green Acres
Jokabed Ruiz	Student	Ocean Alternative
Montzerrat Ruiz	Student	Ocean Alternative
Jessika Rosales	Parent	Ocean Alternative
Geoff Palia	Community Partner	Life Lab
Gabriela Cruz	Community Schools Coordinator	Live Oak School District
Kristin Fabos	Director, Marketing and Communications and Public Information Officer	Cabrillo College





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### **Agenda**

# **D-CSAC Agenda**

- Welcome and Introductions
- Community Schools Survey Participation
- 9 Capacity Building Strategies (review)
- CCSP Grant Timeline

**January 10, 2024**



### **Minutes**

The minutes for the January 10, 2024 meeting were part of the collaborative work that was done within each of the nine-strategies which was the bulk of the meeting. Below are some “minutes” taken as the work was done.



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1/10/24

DSAC

### #1 Shared Understanding & Commitment: Engaging - Transforming

- \*Visioning - I still think MOST stakeholders (staff, family and students) know almost nothing specific about what Community Schools is or entails*
- Evidence/Artifacts
- Hopes and Dreams workshop (focus group investigating need for families and resources) *C2C*
  - Prioritize needs- create a solution ex: Digital Lit Classes *C2C*
  - Making sure that materials (newsletter, articles, etc) are accessible and transparent.
  - Surveys to have a better understanding and receive feedback accessible in different forms.
  - *Reinforce diverse stakeholder groups (ELAC, HSC, STAFF, LEA, etc.) to dialogue around important topics that can then be communicated to the school community.*

### #2 Collective Priorities Setting goals and taking action: Visioning-Engaging

- Evidence/Artifacts
- Vision of more student voice via Shoreline youth circle/Racial Equity Club is just starting to gain momentum (first meeting last week)
  - Not currently happening at elementaries (*Student Leadership?*)
  - LEA supports sites by providing student, parent and staff surveys that gathers data on needs + assets
  - District coordinator meets w/ site staff to explore community school planning
  - We have not explicitly identified those hardest to reach, *OR* ~~those~~ *those who are most marginalized by our current practices... getting their participation/input isn't enough because their experience is likely NOT reflected in majority trends*
  - Wrap around services to New-Comers to the District.



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### #3 Collaborative Leadership: Visioning

#### Evidence/Artifacts

- How do we support equal involvement from diverse communities? *Time and comfort/Cultural understanding.*
- Where is the part where we *uneasily* acknowledge existing power structures/systemic imbalances etc. If we aren't digging into the systemic patterns, it just keeps humming along.
- I don't see anything in here that really delivers the "all" "entire" "everyone" vision this document reflects.
- Collaborative leadership needs to center on the realities of those who have boots on the ground
- We have very different engagement at each site in the process making it hard to score the district as a whole on the rubric.
- Page 3 " understanding positionality" is not a practice we embody on a regular basis
- We talk a lot about race, equity and power but I really don't think we've done much to REALLY look in this mirror
- We are struggling to get teachers, staff to participate. How and what do we do to change this?
- Shouldn't parents be involved in the multi-tiered systems?
- Love the leadership structure: Wondering how the LEA vs. school site processes/outcomes will align differently through the process.
- PBIS distinctly conflicts w/ restorative justice principles
- How to facilitate relationship building among diverse parents, students, staff ( at all different levels)★
- Shared decision making: what does that look like for teachers? Shared understanding and commitment.
- How will we engage folks that should be and aren't currently engaged at this capacity? With equity in mind.

### #4 Coherence Policy and Initiative Alignment: Visioning

#### Evidence/Artifacts

- If there is/are a visioning document, shared purpose, goals, mapping etc. Most teachers/staff/students/families haven't even seen it, much less participated in "collaborating creating it" - *Clarify and simplify language for families.*
- We do have some policies/practices/initiatives like LEAP and MTSS that potentially provide support but they weren't collaboratively developed and we've yet to access their IMPACT towards these goals which is different than intent.
- *Site voice must be at the foundation of any grant / plan / initiative.*
- *Building Social media presence to share policy / ~~message~~ ? ✓*





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### #5 Staffing and sustainability: Visioning

#### Evidence/Artifacts

- Intentional PD (not district run)
- ~~By site~~ what is our baseline diversity (staffing) ★ *cluster hiring processes?*
- HR supports sites in developing job descriptions
- LEA: Community school coordinator
- All current partnerships are all provided by outside grants
- Clearer agreements between district and staff → *contract?*
- *Plan for* Intentional strategic stable and sustainable permanent staff *(plan for reducing turnover)*
- Strategic focus on hiring highly qualified teachers *(and diverse)*
- *Regular review and updating of* ~~roles and responsibilities~~ *roles and responsibilities for job descriptions*

### #6 Strategic Community Partnerships: Engaging-Transforming

#### Evidence/Artifacts

- Consortium (45 CBO) ★ *great start!*
- Back to school BBQ, wellness fair etc.)
- MOU's 20+ *(w/ CBO?)*
- COE partnerships (PD & collaboration)
- Survey community partner, students, families, teachers/staff
- Opportunity for CBO's to relay material / information to their families/audience
- *meaningful relationships with CBOs and feedback shared between Gites and CBOs about benefit of partnership.*
- *Based on needs assessments, investigate + ideate by community partners & staff can develop stuff in time*
- *"holistic focus on students, families, educators!! that is sustainable"*



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### #7 Professional Learning: Visioning- Engaging

#### Evidence/Artifacts

- New academic services, parent support
- Family workshops *provided by community partners.*
- PD *(must be within contracted hours and year)*
- optional* • Summer arts institute going for 13+ years *through COE*
- District funded trip to MOT
- Increase parent participation in LEAP, workshops and district events
- Use year/date data to show growth *one time over time*
- *"Identifies need in partnerships" We don't do much to assess the IMPACT of our PD... who is applying it weeks/months out and is it leading to change for STUDENTS*
- *pragmatic PD that improves instruction immediately*
- *enrichment opportunities for teachers to be inspired by new strategies.*
- *cycle of continuous improvement between teachers, caregivers and community.*
- *COE Family Engagement Collaborative - PD/support for family liaisons. networking*
- *Training for educators on mental illness, learning disorders*



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### #8 Centering Community Based Curriculum and Pedagogy: Visioning

#### Evidence/Artifacts

- Dia de los muertos
- Ruby bridges
- Belonging Book club
- Curricular resources sample lessons
- Progress 21st cent. Skills
- Panoramic belonging results; increase of participation
- Expanded learning opportunities
- How about need evidence
- Survey results what parents want
- ~~Culturally Enriched Learning Opportunities~~
- Reevaluate the educator evaluation process to reflect community schools process work.
- cost
- Santa Cruz County College and Career Commitment (SCC5) introduces 4th + 7th grade students to community and college and career options creates college-going culture.

### #9 Progress Monitoring and possibility Thinking: Engaging

#### Evidence/Artifacts

- School climate surveys- surveys being completed for community schools
- Attendance review: What group needs most support for improvement
- Building stronger partnerships with community partners.
- Annual Community Schools report (application + survey results) ✓
- Conducts a biannual assessment of current goals and needs
- Train site leadership teams in P.D.S.A. + data analysis.



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### **Attachment IV-c: Del Mar Elementary School**

#### **Alignment to the framework**

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### Events and Alignment to the Framework Matrix

Date	Activity	Event Details	Pillars
01/22/2024	STEAM Night	Steam activities for the entire family  Partner: Live Oak Education Foundation	Family and Community Engagement / Expanded Learning
1/19/20023	Del Mar Community Schools Advisory Council	Community Schools Advisory Council	Collaborative Leadership
12/14/2023	Del Mar Community Schools Advisory Council	Community Schools Advisory Council	Collaborative Leadership
12/19/23	Thank you to Caregivers	Distribute Coffee and Treat to all Caregivers.	Family and Community Engagement
11/16/2023	District Community Advisory Council	Meeting	Collaborative Leadership
01/10/2024	District Community Schools Advisory Council	Meeting	Collaborative Leadership
11/04/2023	Wellness Fair (district wide)	Hands on learning about overall health Partners: Dientes, Santa Cruz Health Center, Arts Now, Life Lab, Second Harvest Food Bank	Collaborative Leadership/ Family and Community Engagement
10/30/2023	District Community Schools Advisory Council	Community Schools Advisory Steering Community	Collaborative Leadership
09/28/23	Dientes Dental Clinic	Mobile Clinic at Del Mar provided dental cleaning and assessment of oral health	Integrated Student supports
9/27/2023	Del Mar Community Schools Advisory Council	Community Schools overview, first Del Mar Advisory Council	Collaborative Leadership
08/19/2023	Back to School BBQ (district wide)	Welcome back	Family and Community Engagement
08/14/2023	LOSD Consortium	Introducing Community schools and Meet & Greet	Collaborative Leadership





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### Community Partners List and MOU Status

Due to our small size and close school proximity, MOUs are written and signed at the district level so Community Partners are able to provide support to all schools without any delays.

Organization Name	Pillar	Focus Area	Partnership Status	MOU Status
			<i>N=New (within a 2 year)</i> <i>C=current (within 10 years)</i> <i>H=historical (20+ years)</i>	<i>P= have past MOUs that need to be revisited</i>
Arts Now	Integrated Student Supports / Family & Community Engagement	Support LOSD in achieving equitable access to sequential standards based visual and performing arts education	C	2023-2024
Live Oak Wrestling Club	Family & Community Engagement	Provides Wellness support to LOSD students in the form of physical fitness. Mentorship from LOSD alumni to increase engagement with other LOSD students and families.	N	2023-2024
Second Harvest Food Bank	Family & Community Engagement	Provide assistance to individuals and families by organizing community food distributions and offering educational resources on nutrition Youth and cooking club programs Offer volunteer opportunities Facilitate access to CalFresh for families and individuals in need	C	2023-2024
Boys & Girls Clubs of Santa Cruz County	Expanded Learning Time & Opportunities/ Family & Community Engagement	Safe spaces filled with caring adult mentors. Affordable after school and summer camp enrichment programs: homework help, music lessons, swim lessons, surf club, mountain bike club, basketball league, scouting. FUN!	C	2023-2024
Live Oak Education	Family & Community	Funding; Community connections	C	2023-2024



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Foundation	Engagement			
Art Council Santa Cruz County	Integrated Students Supports	Mariposa Arts, SPECTRA artist residencies and performances, Family Arts Nights, Professional development for teachers, Summer Arts integration Institute, SPECTRA special initiative contracts for services, Arts Education advocacy	C	2023-2024
Central Fire District of Santa Cruz County	Family & Community Engagement	Intervention/Credit Recovery Classes, Parent/Student Workshops, Summer Academic Excursions, Intervention Courses, Health (Vision), School Materials, Case Management.	H	Not needed
Salud y Cariño	Expanded Learning Time & Opportunities/ Family & Community Engagement	After school programs that provide a safe space to connect, learn and develop leadership skills. We utilize a social-emotional curriculum along with physical activity to promote overall health and wellness and prevent risky behaviors.	C	2023-2024
Santa Cruz Public Libraries	Expanded Learning Time & Opportunities/ Family & Community Engagement	Books, audiobooks and video for all ages in English and Spanish in a variety of formats; Help accessing information on any topic is available in person, by phone, or online; Tech lending of Chromebooks & hotspots; Early literacy programs and reading support for youth and adults, storytimes in English and Spanish; After-School STEAM and craft programs, Advisory Council of Teens, In-Person Tech Help in Spanish and English, Library of Things to check out including telescopes, ukuleles, museum and state park passes.	H	P
Life Lab Science Program	Expanded Learning Time & Opportunities	Through a local grant Life Lab is able to provide technical support to the garden sites and Professional Development to the garden educators of LOSD. Life Lab collaborates with the monthly Dia de La Familia at the Farmers Market	H	2023-2024
First 5 Santa	Family &	Baby Gateway (Medi-Cal enrollment	H	P



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Cruz County	Community Engagement	assistance to eligible newborns, linkages to medical homes, college savings accounts at birth); VisionFirst (vision screening, referrals, and support for young children); Triple P – Positive Parenting Program (comprehensive, evidence-based parenting and family support system); Families Together (home visiting and therapeutic services)		
United Way of Santa Cruz County	Family & Community Engagement	Countywide Youth Well-Being Initiatives (United 4 Youth, Jóvenes SANOS, and Youth Action Network); 211 Santa Cruz County (24/7 helpline to access local health and human services and programs; manage the Community Assessment Project (data analysis on quality of life in Santa Cruz County)	C	2023-2024
Santa Cruz Community Health	Integrated Student Supports	Comprehensive primary care medicine for individuals, children, and families. Includes integrated behavioral health services offering mental health and substance use treatment. Intensive case management, prenatal care, pediatrics, acupuncture, chiropractic services, food distribution, and more.	C	2023-2024
Santa Cruz County Office of Education	Collaborative Leadership Practices/ Family & Community Engagement	We offer a wide range of educational and student support services and programs geared at supporting our 10 public school districts and expanding educational opportunities and outcomes for the 38,000 students who call Santa Cruz County home. Service areas include alternative education, special education, the arts, environmental education, computer science and technology, child development, career and technical education.	H	2023-2024
Watsonville/ Aptos/ Santa Cruz Adult Education	Family & Community Engagement	English as a second language (ESL), Citizenship, GED/High School Diploma, Adult Basic Education, Career Tech Education courses, fee support courses, such as Ceramics, Band, Birding courses, Pre-Apprenticeship, Parent	C	Not needed





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		Education Nursery Schools (PENS)		
County Park Friends	Expanded Learning Time & Opportunities	Family supports, Pro social youth outdoor activities. Engaging families with opportunities to participate in outdoor activities with little to no cost.	C	Expired MOU - working on a renewal
Cradle to Career Santa Cruz County	Family & Community Engagement	Family support around the school day. Bridge to community resources. Supports families on school sites.	C	2023-2024
Migrant ED Foundation	Family & Community Engagement	Family Support, Educational and Community Resources for all Migrant families.	C	2023-2024
Cabrillo College	Collaborative Leadership Practice/	Provide scholarship for CAP students in middle school, participate in LOSD Community Schools Advisory Council	H	P
Dientes	Integrated Student Support	Provides dental cleaning for students at school sites (fall & springs)	C	2023-2024
Positive Discipline Community Resources	Family & Community Engagement	Trainings (parents/staff etc),workshop, and classes	C	
Live Like Coco	Family & Community Engagement	They come out to every community event and provide free books to students, teachers, parents, and the community at large. They provide books for all students on their birthdays at the three primary elementary sites in LOSD.	C	
Senderos	Family & Community Engagement	Students can attend their various culture classes. They host the annual Latinos Role Model Conference where we participate.	C	2022-2023
Live Oak Family Resource Center	Family & Community Engagement	Provides resources to families who are unhoused, experiencing food insecurities, translation support, tutoring for students.	H	
Soquel Creek Water District	Family & Community Engagement	Provides water education during our annual Welcome Back BBQ.	N	



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Live Oak Little League	Family & Community Engagement	The league is housed at one of our elementary schools. They maintain and use the minor and major fields. They provide scholarships for many of our students.	H	2023-2024
O'Neill Sea Odyssey (OSO)	Integrated Student Supports	OSO provides for environmental field trips to the coast and ocean. It is a free hands-on field trip for students in grades 4-6. If needed, they provide scholarships for buses.	H	Not needed



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## BBQ Community Event - flyer with all participating community partners and pictures



**Thank you to ALL our partners that made Possible**

**OUR WELCOME BACK TO SCHOOL BBQ 2023-2024**







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### **Attachment IV-c: Del Mar Elementary School**

#### **Community Support**

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### Superintendent Letter of Request

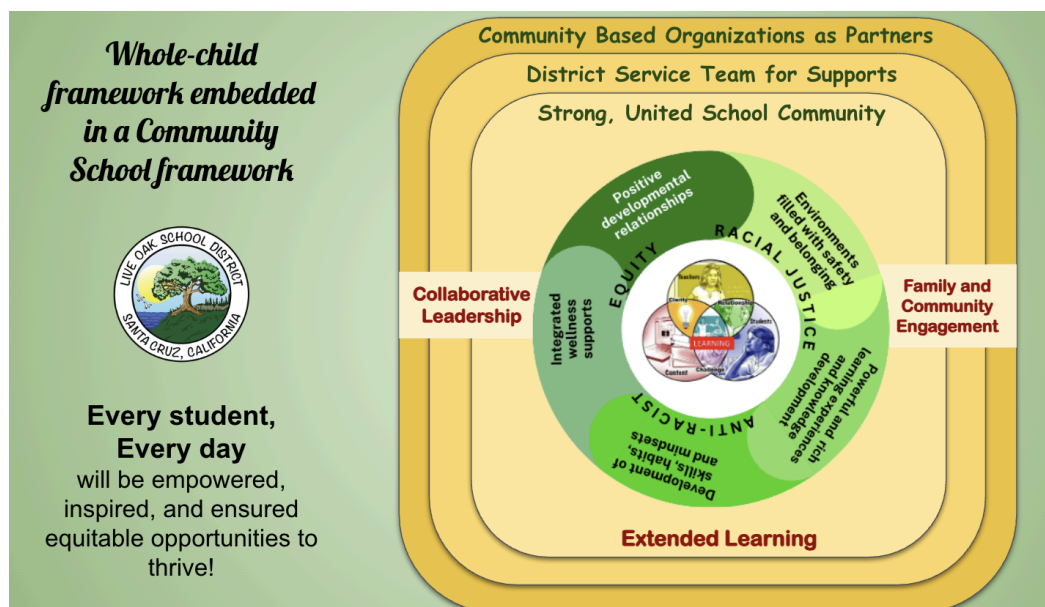
Dear Superintendent of School, Tony Thurmond;  
California Department of Education;  
California Community School Partnership Program;

Thank you for spearheading the California Community Schools Partnership Program (CCSPP) initiative—an endeavor we wholeheartedly support and fully embrace.

The anticipation for potential funding opportunities, particularly through the implementation grants for the Live Oak Elementary School District, fills us with excitement. Nestled in Santa Cruz, our modest P-8 school district comprises devoted educators committed to providing comprehensive support to our students, families, and community. Our team is unwaveringly dedicated to fostering an inclusive and equitable environment that addresses the holistic needs of every child, encompassing behavioral, social-emotional, and academic aspects.

It's worth noting that all five schools within our district have eagerly applied for the grant. In light of their collective commitment and the transformative impact this funding could have, I earnestly appeal to you to consider granting financial support to each of them.

Enclosed below is our working framework illustrating our approach, seamlessly integrating both the whole-child and community school paradigms. This framework serves as a visual representation of our concerted efforts to harmonize these two initiatives into a cohesive and effective strategy.







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Each school in our district is currently at a distinct stage of full implementation of the whole child framework and the intentional transition to community schools. We are in the preliminary phase of integrating all components to create a cohesive district-wide initiative. In collaboration with teachers, staff, administrators, and community partners we are working on systematically developing a comprehensive Multi-Tiered System of Supports (MTSS) program. The objective is to establish a foundational system implementing the necessary supports and programs, ensuring all students receive comprehensive assistance across all content areas and domains.

It's essential to note that in 2019, a USA Today analysis ranked Santa Cruz as the nation's least affordable city for teachers, underscoring the high needs of our district. With an unduplicated pupil population of 62.7% and a close-knit community, Live Oak School District responds well to initiatives supported by CCSPP. In this time of high need, funding all five schools through CCSPP implementation grants is crucial. The CCSPP grant funding will be judiciously utilized to establish robust community schools at each campus. As a district, we are enthusiastic about and committed to this impactful work.

We eagerly welcome any and all partnerships to solidify our status as a recognized CCSPP district and consortium of schools. We look forward to your response regarding the funding for our schools.

Please feel free to reach out with any questions.

Working together,

Dr. Daisy Morales  
Superintendent





## ***Live Oak School District***

*Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative environment.*

***Daisy Morales, Ed.D.***  
*Superintendent*

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### **List of Community Partners' letter of support in allowing all of LOSD schools to receive the implementation grant.**

#### **Letter are in the pages that follow**

First District Supervisor, Manu Koenig - [link to letter of support](#)

Santa Cruz County Office of Education - [link to letter of support](#)

Santa Cruz Central Fire - [link to letter of support](#)

Santa Cruz Cradle to Career - [link to support letter](#)

Live Oak Education Foundation - [link to support letter](#)

Arts Council of Santa Cruz - [link to support letter](#)

Santa Cruz Community Health - [link to support letter](#)

Life Lab Org - [link to support letter](#)

O'Neill Sea Odyssey - [link to support letter](#)

Second Harvest Food Bank - [link to support letter](#)

First Five of Santa Cruz - [link to support letter](#)

Boys & Girls Club - [link to support letter](#)

Salud y Cariño - [link to support letter](#)

Santa Clara County Office of Education Migrant Education Program - [link to support letter](#)



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### First District Supervisor, Manu Koenig



## County of Santa Cruz

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FOURTH DISTRICT

**BRUCE MCPHERSON**  
FIFTH DISTRICT

December 29, 2023

Hon. Tony Thurmond, Superintendent of School  
CA Community School Partnership Program  
California Department of Education  
[CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)

**RE: Support for LOSD's CS Implementation Grant Applications**

Dear Superintendent Thurmond:

I write to express my wholehearted support for the Live Oak School District's application for the California Community School Partnership Program (CCSPP) Implementation Grant. As the First District Supervisor for Santa Cruz County, I am intimately familiar with the Live Oak School District's commitment to fostering an inclusive and equitable learning environment for our students.

The Live Oak School District is situated at the heart of my supervisorial district and comprises a team of devoted educators dedicated to providing comprehensive support to students, families, and the community. Moreover, as a member of the LOSD Community Partners Consortium, I stand firmly behind LOSD's efforts and am committed to supporting the initiatives funded by the California Community School Partnership Program (CCSPP). Beyond my individual support, the County can aid in establishing a resilient framework to ensure the long-term success of the grant-funded programs.

In 2019, Santa Cruz ranked as the nation's least affordable city for educators, highlighting a significant challenge impacting the district. Unfortunately, their ability to offer competitive salaries hasn't improved much since the USA Today analysis was published. Hiring and retaining teachers remains challenging due to the County-wide teacher shortage, further exacerbated by competitive salaries offered in neighboring jurisdictions, particularly Santa Clara County. Despite these difficulties, the Live Oak School district remains committed to CCSPP-supported initiatives, as evident in the proactive steps taken to develop a comprehensive Multi-Tiered System of Supports (MTSS) program to establish a district-wide foundational system.

Considering the transformative impact, the grant funding would have on the lives of Santa Cruz County youth and educators, each LOSD school has applied for the CCSP grant independently. Therefore, I respectfully request your strong consideration of funding all five Live Oak School District schools through the CCSPP implementation grants. Thank you for your time, and I appreciate your consideration of these grant applications.



## ***Live Oak School District***

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***Daisy Morales, Ed.D.***  
***Superintendent***

Page 2

RE: SUPPORT FOR LOSD CS IMPLEMENTATION GRANT APPLICATION

December 29, 2023

Sincerely,

MANU KOENIG, Supervisor  
First District

MK: jr



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

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### Santa Cruz County Office of Education



**SANTA CRUZ**  
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**EDUCATION**  
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December 19, 2023

The Honorable Tony Thurmond  
State Superintendent of Public Instruction  
California Department of Education  
1430 N Street, Sacramento, CA 95814

Re: Support for Live Oak School District CCSPP Implementation Grant

Dear Superintendent Thurmond:

On behalf of the Santa Cruz County Office of Education (Santa Cruz COE), we are pleased to share our support for the Live Oak School District's (LOSD) application for the California Community Schools Partnership Program (CCSPP) Implementation Grant.

LOSD has demonstrated remarkable commitment to the Community Schools model, and is progressing toward full implementation of the whole child framework and the intentional transition to community schools across each of its five school sites. The district is currently in the preliminary phase of integrating all components to create a cohesive district-wide initiative. In collaboration with teachers, staff, administrators, and community partners, LOSD is systematically developing a comprehensive Multi-Tiered System of Supports (MTSS) program with the objective of establishing a foundational system implementing the necessary supports and programs to ensure students receive comprehensive assistance across all content areas and domains.

The Santa Cruz COE is committed to providing technical expertise and thought partnership necessary to ensure the successful and sustainable implementation of Community Schools programs throughout LOSD. Likewise, LOSD staff at all levels are enthusiastically engaged and committed to this vision of providing comprehensive services for the community. The Community Schools planning team, for instance, meets regularly to develop a comprehensive plan for implementation that will be both successful and sustainable. This inclusive approach will ensure that this community with diverse needs thrives through an education system that supports both students and families, and we understand that the CCSPP Implementation Grant funding would be used judiciously to establish robust community schools at each of LOSD's five campuses.

It is with pleasure and certainty that we encourage your approval of LOSD's application, which we are confident will support our shared vision of supporting students, families, staff and community. Thank you for your consideration, and please do not hesitate to contact us directly with any questions that may arise.

Sincerely,

Dr. Faris Sabbah  
Santa Cruz County Superintendent of Schools  
[fsabbah@santacruzcoe.org](mailto:fsabbah@santacruzcoe.org)

Dr. Michael Paynter  
Executive Director, Student Support Services  
[mpaynter@santacruzcoe.org](mailto:mpaynter@santacruzcoe.org)





## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

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### Santa Cruz Central Fire



#### Central Fire District of Santa Cruz County

930 17<sup>th</sup> Avenue ♦ Santa Cruz, CA 95062 ♦ (831) 479-6842 ♦ [www.centralfiresc.org](http://www.centralfiresc.org)

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December 18, 2023

Superintendent of School, Tony Thurmond  
California Department of Education  
California Community School Partnership Program;  
Dear Superintendent Thurmond,

Thank you for spearheading the California Community Schools Partnership Program (CCSPP) initiative—an endeavor our District wholeheartedly supports. Our Fire District provides Public Education, fire prevention and emergency services to each of the schools in the Live Oak School District and has been actively participating in their meetings regarding this initiative, and what it means for the children and parents it supports in our community. We wholeheartedly support any potential funding opportunities, particularly through implementation grants for the Live Oak Elementary School District. Their modest P-8 school district comprises devoted educators committed to providing comprehensive support to students, families, and our community. They are unwaveringly dedicated to fostering an inclusive and equitable environment that addresses the comprehensive needs of every child, encompassing behavioral, social-emotional, and academic aspects.

It's worth noting that all five schools within this district have eagerly applied for the grant. In light of their collective commitment and the transformative impact this funding could have, we earnestly appeal to you to consider granting financial support to each of them.

Each school in the Live Oak School District is currently at a distinct stage of full implementation of the whole child framework and the intentional transition to community schools. Collaborating with teachers, staff, administrators, and community partners (including Central Fire District) they are working on systematically developing a comprehensive Multi-Tiered System of Supports (MTSS) program. The objective is to establish a foundational system implementing the necessary supports and programs, ensuring all students receive comprehensive assistance across all content areas and domains.

It's essential to note that in 2019, a USA Today analysis ranked Santa Cruz as the nation's least affordable city for teachers, underscoring the high needs of this district. With an unduplicated pupil population of 62.7% and a close-knit community, Live Oak School District responds well to initiatives supported by CCSPP. In this time of high need, funding all five schools through CCSPP implementation grants is crucial! The CCSPP grant funding will be judiciously utilized to establish robust community schools at each campus. As a district, they are enthusiastic about and committed to this impactful work.

We look forward to your response regarding the funding for our local schools. Please feel free to reach out with any questions!

Sincerely,

Jason Nee, Fire Chief  
Central Fire District of Santa Cruz County



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

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### Santa Cruz Cradle to Career



December 16, 2023

To whom it may concern,

I am writing on behalf of Cradle to Career Santa Cruz County (C2C) to express our support for CCSPP grant funding to be implemented across all five school sites in Live Oak School District (LOSD).

For the past eight years, C2C has been working in close partnership with LOSD to uplift children and families through a community schools model. Together, we focus on the importance of good health, good education, strong character, and strong community to build a thriving community. Family engagement is at the core of this work, with parents and youth leading and guiding our programming. We can attest to LOSD's current and continued commitment to support students through a whole child framework and cultivate an equitable and supportive environment for all families.

C2C is present at all five school sites and while each site is unique, there is a deep sense of interconnection throughout the district. As a result, this tight-knit community would greatly benefit from the implementation of CCSP funding at all school sites - especially since the elementary schools (Live Oak, Del Mar, Green Acres, Ocean Alternative) feed into Shoreline Middle School. The continued support of students as they move up in grade level has the potential to be largely impactful for the Live Oak community.

As a community-based organization with strong partnership to school districts, we inhabit a unique space to support the bridging of these two spheres. Through our partnership with LOSD, we work together to bring in external partners and resources to school sites through free recreation activities, parent leadership opportunities, extracurricular activities, and engagement events at school sites. All of these activities take place on LOSD school sites on a regular basis and are developed through the hopes and dreams of families. This demonstrates how LOSD is already living and breathing the community schools model and the CCSP funding will only nourish and deepen this approach.

In the coming years, C2C is committed to continuing our partnership with LOSD to focus on an integrated approach to supporting students through the community schools model. We remain dedicated to centering family engagement and parent leadership in our work, so that change is led by the community. Our connection to the community will enable us to provide a direct pathway to resources and partnerships that will only enhance LOSD's implementation of community schools strategies.

We encourage you to strongly consider supporting all five schools in LOSD to uplift our community. C2C is proud to support LOSD as a part of our effort to advocate for systems that support Santa Cruz children and families.

Please feel free to reach out with any questions or concerns.

Sincerely,

Julio Neri Andrade

Director

Cradle to Career Santa Cruz County



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### Live Oak Education Foundation



December 15, 2023

To Whom It May Concern:

It is my pleasure to submit this letter of support for the Live Oak School District (LOSD) and their schools in pursuit of the California Department of Education's Community Schools Implementation Grant.

The Live Oak Education Foundation is a volunteer-run non-profit organization established in 2014 to raise money to ensure that students in the Live Oak School District have enriching opportunities in the visual and performing arts; "STEM" fields of science, technology, engineering and mathematics; and positive play. Since that time, we have partnered closely with the District to identify areas for investment based on student, family, and staff input.

We have launched and supplemented in-school, after school, and family-based programs designed to enrich and expand knowledge and hands-on experience in the three priority areas listed above. During the pandemic, the District asked us to launch a fundraising campaign to provide Chromebooks for all students in the District. We successfully achieved this goal by raising \$22,000 in just over a month. We continue to seek ways to work in tandem with the District to meet our mutual goal to empower, inspire, and ensure equitable opportunities for every student to belong and thrive.

The Live Oak Education Foundation's Board of Directors whole-heartedly supports the collective grant applications submitted on behalf of the Live Oak schools community and will assist in any way needed should LOSD be fortunate enough to receive the funding. Please feel free to contact me with any questions.

Sincerely,

Stacey Kyle, Ph.D.  
Board President

P.O. Box 5463 Santa Cruz, CA 95062 • [liveoakedfoundation@gmail.com](mailto:liveoakedfoundation@gmail.com)

[www.liveoakedfoundation.org](http://www.liveoakedfoundation.org)





## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### Arts Council of Santa Cruz



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Councilmember

**County of Santa Cruz**  
Justin Cummings  
3rd District Supervisor

November 30, 2023

RE: Support for Live Oak School District (LOSD) schools to receive the Community Schools Implementation Grant

Dear Superintendent of School, Tony Thurmond;  
California Department of Education;  
California Community School Partnership Program;

I am pleased to write this letter on behalf of Arts Council Santa Cruz County in support of the grant request submitted by the Live Oak School District to become a recognized California Community Schools Partnership district.

For over 20 years, Arts Council Santa Cruz County has worked collaboratively with LOSD, and has made a long-term investment and dedication to serving the needs of LOSD students and families.

For decades, through our SPECTRA Matching grant, our organization has been able to provide quality visual and performing arts residencies, workshops, and performances for thousands of students throughout the district, that focus on developing social skills, creativity and critical thinking skills, and promoting academic success through the arts. Through our annual family arts nights, entire families come to school and get to participate in a variety of arts activities in an evening. These events are truly wonderful opportunities for engaging families at school, developing a school climate based on creativity and community, and promoting the fun and joy in learning. Additionally, we were involved in the development of the first-ever district-wide arts plan in preparation of the new prop 28 funding, to ensure a clear plan for the new arts education funds that is equitable and sustainable.

Lastly, we are thrilled to also be involved on the new California Community Schools Partnership Program Collaborative Leadership Committee with so many other local community based organizations, working toward a collective impact approach to providing a holistic education to the students of LOSD. We anticipate that this grant funding will support an equitable and impactful implementation of the new whole-child framework and cohesive district-wide community schools initiative.

Arts Council Santa Cruz County agrees to continue to collaborate with LOSD to provide the following:



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent



- SPECTRA Matching grant funding to bring a variety of highly skilled teaching artists into the schools for residencies, workshops, and performances
- A roster of highly skilled and vetted teaching artists;
- The Arts Council Santa Cruz County pays for all costs associated with the Family Arts Nights program coordination and administration;
- Arts Education advocacy and communications support for the ArtsNow initiative.

This effort will draw on all available community resources, recognizing that many diverse groups of individuals will have important contributions to make. There are numerous, significant resources that are necessary to carry out these programs.

Arts Council Santa Cruz County receives roughly \$6,000 per year under contract from LOSD to provide Family Arts Nights to the schools. Additionally, Arts Council Santa Cruz County contributes roughly \$8,000 in SPECTRA matching grant funding each year, as well as in-kind services including all administrative fees and services, supplies, and teaching artist professional development.

I strongly support LOSD in their request to become a recognized California Community Schools Partnership district. Should you have any questions regarding my support for this exciting program, please do not hesitate to contact me.

Sincerely,

Sarah Brothers  
Arts Education Director  
Arts Council Santa Cruz County  
831.475.9600 x18  
[sarah@artscouncilsc.org](mailto:sarah@artscouncilsc.org)



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

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### Santa Cruz Community Health



December 15, 2023

To Whom It May Concern:

I am pleased to write a letter of support for the Live Oak School District (LOSD) and its schools in pursuit of the California Department of Education's Community Schools Implementation Grants.

Santa Cruz Community Health (SCCH) has been an active partner with the Live Oak School District for nearly ten years as part of the Cradle to Career initiative. An initial result of that parent-driven collective impact initiative was the creation of the Community Care Team. This clinic-school partnership identifies and provides multi-agency support services to the most at-risk kids and families in LOSD. The work started under Cradle to Career has led to an expanding and multi-dimensional relationship between the two agencies.

During the pandemic, SCCH launched a Promotora (Community Health Worker) program, which trained and equipped many Latina moms in the schools to speak with their friends and neighbors about the importance of vaccinations for themselves and their children as COVID-19 vaccines were made available. They are now trained on primary care and mental health resources, food and recreation resources, and how to advise community members on how to access all of them.

Over the last two years, SCCH has successfully embedded behavioral health providers at four LOSD schools to address the increasing needs of students. We have worked with the federal government to sustain the funding that supports that program.

SCCH is also a regular presence at District-hosted community events, such as their recent wellness festival, attended by our optometrist and Director of Pediatrics. We look forward to continuing to work with our school and district partners to provide wrap-around services for students and their families.

In closing, Santa Cruz Community Health wholeheartedly supports the collective grant applications submitted on behalf of the Live Oak schools community and will assist in any way needed should LOSD be fortunate enough to receive the funding. Please feel free to contact me with any questions.

Sincerely,

*Dena Loijos*

Dena Loijos, MPH  
Chief Strategy and Impact Officer

---

PO Box 542, Santa Cruz, CA 95061 • [SChealthcenters.org](http://SChealthcenters.org)

(831) 427-3500 Phone • (831) 426-3286 Admin Fax • (831) 457-2486 Clinic Fax





## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### Life Lab Org



To the California Community School Partnership Program,

We at Life Lab Science Program are writing to express our unwavering support of the Live Oak School District (LOSD) and their efforts to obtain the implementation grants of the California Community School Partnership Program.

We have been partnering with LOSD since 1979. Currently, we provide technical support to the garden classrooms and professional development support to the garden educators across the district. We also collaborate with the district food service and integrate crop planning into the garden classrooms across the district to allow for a collective approach to producing food from the school gardens that goes directly to the cafeterias. Together with the District and the local Santa Cruz Community Farmers Market, we have successfully piloted and just now received some sustainable funding to continue our Families to the Farmers Market program which incentivizes district families to shop at the farmers market. This introduces families to the market as a viable place to buy nutritious fruits and vegetables, in some cases for the first time.

As a school support organization, our partnership with LOSD is an essential one. They are a pillar of community engagement and believe in a holistic approach to education. We are committed to continuing this work with the District and look forward to supporting the continued development and integration of the garden programs into their curriculum and food literacy efforts. We are also excited to be a strong collaborator on the development of a district farm which would produce fresh food and in-depth programming to the District's students and families.

We would like to express a huge thank you to Dr. Daisy Morales, LOSD Superintendent, for their positioning of the district as a community hub and enabling this wonderful work to flourish.

Gardens of Gratitude,

**Judit Camacho**  
Co-Executive Director  
judit@lifelab.org

**Don Burgett**  
Co-Executive Director  
don@lifelab.org

1156 High Street, Santa Cruz • California 95064 🌱 (831) 459-2001 ✨ [www.lifelab.org](http://www.lifelab.org)



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### O'Neill Sea Odyssey



2222 East Cliff Drive Suite 222  
Santa Cruz CA 95062  
P: (831) 475-1561  
oneillseaodyssey.org

*O'Neill Sea Odyssey provides a hands-on educational experience to encourage the protection and preservation of our living sea and communities.*

December 19, 2023

California Department of Education  
California Community School Partnership Program

To Superintendent of Schools, Tony Thurmond,

The O'Neill Sea Odyssey is a marine science organization that provides access and education for traditionally under resourced communities to access and learn about the Monterey Bay. We aspire to create a new generation of ocean stewards, which align with the principles of the California Community School Partnership Program (CCSPP). Please accept this letter of support in support of the Live Oak School District Community Schools Implementation Grant.

The O'Neill Sea Odyssey (OSO) is a 501c3 education nonprofit. Located in the Santa Cruz Harbor, we engage 4th - 6th grade youth with a hands-on science and environmental education field trip on a 65-foot catamaran sailing Monterey Bay and, in our shore-side education center. The program is free of charge to participating classes. Each class earns their trip by implementing a community service project. *OSO's mission is to provide a hands-on educational experience to encourage the protection and preservation of our living sea and communities.*

A healthy and prosperous future for California residents' rests on today's youth passionately connecting to our coastal environments. The ocean covers 72% of earth's surface, supplies half its oxygen, is a major food source and economic engine, yet it is a sensitive, living habitat vulnerable to pollution. A single experience on the water provides the context and tools how to contribute to a vibrant ocean ecosystem. California's future majority are people of color, and OSO provides the next generation with the knowledge of how to act individually, and collectively to build an ecologically sound, economically prosperous, and civic minded community.

O'Neill Sea Odyssey aligns with the goals of the CCSPP Framework by supporting the cultivation of a strong connection to one's surrounding community, the natural world, and while providing expanded learning opportunities for students throughout the out of school time space. We are honored to be a partner with the Live Oak School District to build equitable opportunities for youth throughout our community. Working to shift the cultural narrative around environmental and civic engagement, we aim to work with the Live Oak School District to cultivate a sense of agency and purpose for elementary youth as they understand their role as environmental stewards.

The CCSPP Framework is an innovative approach to cultivate a holistic approach towards building a thriving community. The O'Neill Sea Odyssey is honored to be a community partner and stand in support of the Live Oak School District Community Grant proposal. If I can provide any further insight as to our commitment or connection, please reach out to me directly.

In Community,

Tracey Weiss

Executive Director O'Neill Sea Odyssey

A California Non-Profit Corporation Federal ID #77-0464784



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### Second Harvest Food Bank



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We are the Food Bank

Dear Superintendent of School, Tony Thurmond; California Department of Education; California Community School Partnership Program;

Dear Live Oak School District,

We want to express our wholehearted support for the California Community Schools Partnership Program (CCSPP), particularly within the Live Oak Elementary School District. We deeply appreciate the commitment of the Live Oak School District to creating a nurturing environment for its students, families, and the wider community. Our partnership with your district has been instrumental in fulfilling Second Harvest Food Bank's mission to ensure nourishment for all members of Santa Cruz County.

Given the challenges highlighted by the 2019 USA Today analysis, ranking Santa Cruz as the nation's least affordable city for teachers, we acknowledge the multifaceted issues facing the community. Second Harvest Food Bank has actively supported the Live Oak School District through food distributions, nutrition classes, and CalFresh assistance, aligning seamlessly with CCSPP's holistic approach to child well-being.

We strongly endorse the allocation of financial support to all five schools in the Live Oak School District through potential CCSPP implementation grants. The impact of this funding on the development of robust community schools cannot be overstated, considering the district's high needs and close-knit community.

Furthermore, Second Harvest Food Bank is committed to the sustainability and expansion of our support for initiatives stemming from the grant. We recognize the importance of building a strong foundation for comprehensive Multi-Tiered System of Supports (MTSS) programs and will actively collaborate with all stakeholders to ensure their long-term success.

We are excited about the prospect of Live Oak School District becoming a recognized CCSPP district and consortium of schools, and we look forward to a positive response regarding the funding for these critical initiatives.

Sincerely,

Andreana Fernandez

Community Engagement Coordinator

[andreana@thefoodbank.org](mailto:andreana@thefoodbank.org)

Second Harvest Food Bank Santa Cruz County



Second Harvest Food Bank Santa Cruz County | 800 Ohlone Parkway, Watsonville, CA 95076-7005 | (831) 722-7110 | [thefoodbank.org](http://thefoodbank.org)





## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### First Five of Santa Cruz



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Jennifer Herrera  
Bruce McPherson  
Diane Munoz  
Kimberly Petersen  
Faris Sabbah, *Ph.D.*  
Johanna Schonfield  
Raelene Walker, MD

**Executive Director**  
David G. Brody

December 18, 2023

Mr. Tony Thurmond  
State Superintendent of Public Instruction  
California Department of Education  
California Community School Partnership Program

#### **RE: California Community School Partnership Program – Letter of Support**

Dear Superintendent Thurmond:

I am writing to express First 5 Santa Cruz County's unreserved support for the Live Oak School District's (LOSD) applications to the California Community School Partnership Program (CCSPP). We have worked in partnership with LOSD and the Live Oak community for many years and truly believe that CCSPP support could be transformative to LOSD and the children and families it serves.

First 5 Santa Cruz County's mission is to ensure that early childhood systems and supports foster equitable health, development and well-being for all young children and their families. In that effort we have partnered with LOSD for years, implementing several evidence-based programs within the district in response to the expressed desires of parents and school leaders. These programs include Raising a Reader, Triple P, and Reading Corps. All of this has occurred within a collaborative collective impact framework that LOSD has been at the center of for almost a decade.

CCSPP funding will greatly enhance LOSD's capacity to truly serve the whole needs of children and families within the district, and even more deeply integrate that work into the educational program, while authentically engaging families and leveraging parent leadership. At First 5 we stand ready to continue and expand on our partnership with LOSD and we look forward to working with the district to realize the full promise of the Community Schools model.

I strongly encourage you to approve their applications.

Sincerely,

David Brody  
Executive Director

**Office**  
4450 Capitola Rd.  
Ste. 106  
Capitola, CA 95010

**Mail**  
P.O. Box 1457  
Capitola, CA 95010

T 831-465-2217  
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## Live Oak School District

*Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative environment.*

**Daisy Morales, Ed.D.**  
Superintendent

### Boys & Girls Club



#### ADMINISTRATION OFFICES

543 Center Street  
Santa Cruz, CA 95060  
831-423-3138

#### DOWNTOWN CLUBHOUSE

543 Center Street  
Santa Cruz, CA 95060  
831-423-3138

#### LIVE OAK CLUBHOUSE

925 17th Avenue  
Santa Cruz, CA 95062  
831-477-4095

#### JOE & LINDA ALIBERTI CLUBHOUSE

5060 Scotts Valley Drive  
Scotts Valley, CA 95066

#### BOARD OF DIRECTORS

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#### EXECUTIVE DIRECTOR

Lis DuBois

[www.boysandgirlsclub.info](http://www.boysandgirlsclub.info)

12/19/2023

Dear Superintendent of School, Tony Thurmond;  
California Department of Education;  
California Community School Partnership Program;

I'm reaching out to wholeheartedly endorse the Live Oak School District's application to the California Community Schools Partnership Program (CCSPP).

The Boys & Girls Clubs of Santa Cruz County has been working in close partnership with the Live Oak School District for more than 15 years. During that time, we have had the privilege of providing nearly 8,800 Live Oak elementary and middle school aged youth with high-quality out-of-school enrichment programming.

Our Live Oak clubhouse, which is located directly adjacent to the Shoreline Middle School campus, is a safe, positive, and productive place for local youth that serves as a "home away from home" for our members. Our club plays a critical role in the lives of hundreds of Live Oak School District students each year by providing what research says is most needed from out-of-school programs: healthy relationships with positive adult role models; a structured and nurturing environment; and access to a range of engaging programs, including daily homework help, creative arts activities, a surf club, scouting, dance, martial arts, and piano, guitar, ukulele and digital recording lessons.

We proudly serve students from all five Live Oak School District schools, and strongly endorse each school's application to the CCSPP program. It's clear that the District is committed to providing comprehensive support to our shared students and families, and we are equally committed to sustaining our long-term partnership in this work.

Moreover, we also know that this holistic approach matters to our families. Responses to our 2023 Parent and Caregiver survey included numerous meaningful testimonials indicating the importance of providing wrap-around services that compliment the core academic offerings of the traditional school day:

- *"We know our child is well taken care of, has lots of fun things to do during the school year and summer, his homework is done there, and we love all of the extras like music lessons. The staff is amazing and really makes the whole Club a home."*
- *"I value that my child has a safe and fun place to be, and the after school care makes it possible for me to stay employed."*
- *"I love that my kids are connecting with kids and adults beyond family and school, broadening their "village."*

We are proud to work in partnership with the Live Oak School District and excitedly endorse their intention to adopt the Community Schools model. Thank you for your consideration of the District's application to the CCSPP program.

Sincerely,

Lis DuBois  
Executive Director



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### Salud y Cariño



January 15, 2024

Re: Letter of Support – Live Oak School District: California Community Schools Partnership Program (CCSPP) Initiative

Dear Superintendent of School, Tony Thurmond;  
California Department of Education;  
California Community School Partnership Program;

It is with great enthusiasm and anticipation that I write this letter in support of the CCSPP for Live Oak School District (LOSD). My name is Theresa Cariño and I am the co-founder and executive director of Salud y Cariño (SyC). We are a community-based nonprofit that has been serving young women in the district for nearly 10 years! Our mission is to *open doors for girls to take action and gain confidence through physical activity and healthy choices to live their best lives now and in the future.*

We achieve our mission by facilitating our *free* weekly after school program year-round (September to May) at Shoreline Middle School. Our program utilizes a social emotional, culturally relevant curriculum, along with physical activities to promote overall health and wellness. Additionally, our leadership component, which allows youth to return as Youth Leaders, has grown exponentially and has inspired our alum to seek leadership positions such as serving on SyC's board of directors, serving as a trustee for LOSD, as well as other community accolades including the United Way of Santa Cruz County Youth Action Network's *Youth Leader of the Year*.

It has been our honor to work in partnership with our LOSD family of administrators, educators, students, families, and community partners! LOSD has supported our work by providing a sustainable framework of community partners and support, as well as classroom space and yearly funding to help offset the cost of our programming. With this network of community, we are able to offer our program to over 100 youth at no cost to our families. This is critical, as according to a 2023 analysis by the *Smart Asset Financial Platform*, Santa Cruz is ranked second in the nation for most expensive city to raise a child.

LOSD's commitment to serving the whole child is well established and we believe the CCSPP grant funding will be thoughtfully utilized to continue this good work by establishing thriving community schools at each of the district's campuses. As a community partner, we are wholeheartedly committed to the sustainability and growth of this important work.

Should you have questions or require additional information, please don't hesitate to reach out:

[Theresa@saludycarino.org](mailto:Theresa@saludycarino.org)

In community,

*Theresa M. Cariño*

Theresa M. Cariño, M.Ed.  
Co-founder/Executive Director  
Salud y Cariño





## Live Oak School District

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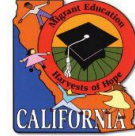
**Daisy Morales, Ed.D.**  
Superintendent

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### Santa Clara County Office of Education Migrant Education Program



Santa Clara County Office of Education  
Mary Ann Dewan, Ph.D.  
County Superintendent of Schools



January 2024

Superintendent of School  
Tony Thurmond  
California Department of Education  
California Community School Partnership Program

Dear Superintendent of School, Tony Thurmond;  
California Department of Education;  
California Community School Partnership Program;

I extend my gratitude for your leadership role in the California Community Schools Partnership Program (CCSPP). As both an Advocate and Recruiter for the Migrant Education Program, I wish to express my support for Live Oak Elementary School District in securing funding to address the needs of students in the domains of behavior, social-emotional well-being, and academics.

Live Oak Elementary School District, encompassing five schools, is home to a number of Migrant Education Students. The diverse student population in the district stands to benefit greatly from the allocation of resources available through the CCSPP. These funds would play a pivotal role in enhancing the educational experience for these students.

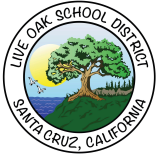
The proposed financial support holds the potential to facilitate the implementation of comprehensive wrap-around services. These services would cater not only to the educational needs of the students but also extend to addressing behavioral and social-emotional aspects. By providing such support, Live Oak Elementary School District aims to create an environment that nurtures the overall development of its students.

I firmly believe that the Live Oak School District has demonstrated a commitment to the well-being and success of its students. The infusion of resources from the CCSPP would further empower the district to continue this mission. These funds would serve as a catalyst for positive change, ensuring that every student in the Live Oak Elementary School District receives the support they need to thrive academically and personally.

Thank you once again for your dedication to the CCSPP, and I look forward to witnessing the positive impact that this support can bring to the Live Oak Elementary School District.

Sincerely,  
Gerardo Ivan Barba, Program Recruiter  
Migrant Education Program: Region I  
Mobile: (669) 696-3031  
Gbarba@sccoe.org

Santa Clara County Office of Education  
Educational Services Division  
1290 Ridder Park Drive MC 233 ~ San Jose, CA 95131-2304 ~ Office: (408) 573-3215



## Live Oak School District

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**Daisy Morales, Ed.D.**  
Superintendent

### LOSD Community Partnership Consortium

August 2023 meeting discussing the Four Cornerstone Commitments

