

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: 4469765000000

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:

 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:

 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:

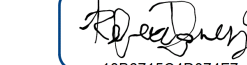
 Click or tap here to enter text. 2/5/2024
 E-Signature of Site Principal - Greg Stein Date

School site 3 Name: Del Mar Elementary

DocuSigned by:

 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:

 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:

 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

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

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

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
Section 1 - Field Names	Contact Information Entry Fields
Program Contact Name:	Dr. Daisy Morales
Program Contact Title:	Superintendent
Program Contact Phone Number:	408-857-4767 cell
Program Contact Email:	dmorales@losd.ca
Fiscal Contact Name:	Hanwool Kim
Fiscal Contact Title:	Assistant Superintendent of Business Services
Fiscal Contact Phone Number:	831-475-6333
Fiscal Contact Email:	hkim@losd.ca

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

Program: CCSP 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 CCSP 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 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: 4469765000000

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	<p>SHORELINE MIDDLE SCHOOL</p> <p>STEAM Night \$3,000 == Steam Night Coordinator stipend \$750 (\$75 x 10 hours), (\$375 per teacher x 6 teachers = \$2,250)</p> <p>Maker's Market \$600 == Coordinator stipend \$375 (\$75 x 5 hours), (4 staff x 3 hours = \$225)</p> <p>Club Advisors \$26,250 salary == (\$75/hour - once per week for 35 weeks) x 10 clubs</p> <p>Response to Intervention (RTI) Teacher - \$75,400</p> <p>School-connection Coordinator (50% of Assistant Principal salary) - \$70,000</p> <p>Development of a shared Vision \$10,260 == Teacher release time \$190/day x 27 teachers x 2 days .</p> <p>PBIS team \$1,520 == release \$190/day x 4 teachers x 2 days</p> <p>Silicon Valley Math Initiative workshops \$4,750 == 5 release days x 5 teachers @ \$190</p> <p>Matching Funds: Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400</p>	191,780.00			191,780.00	147,400.00		147,400.00
1000	<p>DEL MAR ELEMENTARY</p> <p>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</p> <p>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)</p> <p>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</p> <p>CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000</p> <p>CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days</p> <p>Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840</p>	57,570.00			57,570.00			0.00
1000	<p>GREEN ACRES</p> <p>Mental Health Clinician: 5 FTE \$65,000 salary</p> <p>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.</p> <p>Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000</p> <p>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.</p> <p>Match Funds: Mental health clinician - \$65,000</p>	76,840.00			76,840.00	65,000.00		65,000.00
1000	<p>LIVE OAK</p> <p>Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160.</p> <p>PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040.</p> <p>Additional sub costs = \$12,160</p> <p>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</p> <p>Matching Funds TOSA \$105,000</p>	131,360.00			131,360.00	105,000.00		105,000.00
1000	<p>OCEAN ALTERNATIVE</p> <p>Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000</p> <p>Lead will set up teaching and learning practices around community-based and project-based learning)</p> <p>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)</p> <p>PBIS Lead stipend @ \$40/hr x 5 hrs/year = \$2000 (PBIS lead will vet existing and develop curriculum to address student needs regarding inclusivity, antibullying, celebrating diversity, and restorative practices)</p> <p>Matching Funds PBIS Lead Stipend \$1000</p>	35,600.00			35,600.00	1,000.00		1,000.00
2000	<p>GREEN ACRES</p> <p>Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL</p> <p>Support students referred by teachers for targeted need and included plan for math and literacy.</p> <p>LIVE OAK</p> <p>Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.</p> <p>OCEAN</p> <p>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.</p> <p>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</p> <p>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> <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 & 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 - \$600 New SEL curriculum and materials addressing mental health topics (trauma, neurodiversity, gender affirmation, anxiety), promoting inclusivity and celebrating diversity.</p>	15,000.00	15,000.00			30,000.00	45,000.00		45,000.00
4000	<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 & 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 - \$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 & 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) 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 & 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.</p> <p>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.</p>		9,900.00			9,900.00			0.00
6000						0.00			0.00
Total Direct Costs	N/A		969,260.00	123,000.00	0.00	1,092,260.00	471,400.00	0.00	471,400.00
7000		9.95%	96,441.37	12,238.50	0.00	108,679.87			0.00
Total Budget	N/A		1,065,701.37	135,238.50	0.00	1,200,939.87	471,400.00	0.00	471,400.00

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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 Application Year: 2023-24
 LEA Name: Live Oak Elementary School District
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 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
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1000	<p>DEL MAR ELEMENTARY</p> <p>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</p> <p>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)</p> <p>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</p> <p>CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000</p> <p>CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days</p> <p>Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840</p>	57,570.00			57,570.00			0.00
1000	<p>GREEN ACRES</p> <p>Mental Health Clinician: .5 FTE \$65,000 salary</p> <p>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.</p> <p>Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000</p> <p>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.</p> <p>Matching Funds: Mental health clinician - \$65,000</p>	76,840.00			76,840.00	65,000.00		65,000.00
1000	<p>LIVE OAK</p> <p>Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160.</p> <p>PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040.</p> <p>Additional sub costs = \$12,160</p> <p>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</p> <p>Matching Funds TOSA \$105,000</p>	131,360.00			131,360.00	105,000.00		105,000.00
1000	<p>OCEAN ALTERNATIVE</p> <p>Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000</p> <p>Lead will set up teaching and learning practices around community-based and project-based learning)</p> <p>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)</p> <p>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)</p> <p>Matching Funds PBIS Lead Stipend \$1000</p>	35,600.00			35,600.00	1,000.00		1,000.00
2000	<p>GREEN ACRES</p> <p>Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2a) = \$75,000 TOTAL</p> <p>Support students referred by teachers for targeted need and included plan for math and literacy.</p> <p>LIVE OAK</p> <p>Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.</p> <p>OCEAN</p> <p>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.</p> <p>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</p> <p>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><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 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 = \$9000 Materials/Books/Supplies = \$6000</p> <p>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 & 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</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 & 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 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</p>	45,000.00		45,000.00				0.00
5000	<p>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.</p> <p>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.</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 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 & 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, ELA, 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 & Students (socially 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 - \$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 & Student Conferences: \$3,500 (e.g. CASL: CA Association of Student Leaders) Wellness Wednesdays for staff: \$3,490 Swim Instructor \$7,880: 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 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</p>	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	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 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: 4469765000000

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	<p>SHORELINE MIDDLE SCHOOL</p> <p>STEAM Night \$3,000 == Steam Night Coordinator stipend \$750 (\$75 x 10 hours), (\$375 per teacher x 6 teachers = \$2,250)</p> <p>Maker's Market \$800 == Coordinator stipend \$375 (\$75 x 5 hours), (4 staff x 3 hours = \$225)</p> <p>Club Advisors \$26,250 salary == (\$75/hour - once per week for 35 weeks) x 10 clubs</p> <p>Response to Intervention (RTI) Teacher - \$75,400</p> <p>School-connection Coordinator (50% of Assistant Principal salary) - \$70,000</p> <p>Development of a shared Vision \$10,260 == Teacher release time \$190/day x 27 teachers x 2 days</p> <p>PBIS team \$1,520 == release \$190/day x 4 teachers x 2 days</p> <p>Silicon Valley Math Initiative workshops \$4,750 == 5 release days x 5 teachers @ \$190</p> <p><u>Matching Funds:</u> Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400</p>	191,780.00			191,780.00	147,400.00		147,400.00
1000	<p>DEL MAR ELEMENTARY</p> <p>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</p> <p>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)</p> <p>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</p> <p>CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000</p> <p>CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days</p> <p>Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840</p>	57,570.00			57,570.00			0.00
1000	<p>GREEN ACRES</p> <p>Mental Health Clinician: 5 FTE \$65,000 salary</p> <p>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.</p> <p>Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000</p> <p>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.</p> <p><u>Match Funds:</u> Mental health clinician - \$65,000</p>	76,840.00			76,840.00	65,000.00		65,000.00
1000	<p>LIVE OAK</p> <p>Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160.</p> <p>PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040.</p> <p>Additional sub costs = \$12,160</p> <p>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</p> <p><u>Matching Funds</u> TOSA \$105,000</p>	131,360.00			131,360.00	105,000.00		105,000.00
1000	<p>OCEAN ALTERNATIVE</p> <p>Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000</p> <p>Lead will set up teaching and learning practices around community-based and project-based learning)</p> <p>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)</p> <p>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)</p> <p><u>Matching Funds</u> PBIS Lead Stipend \$1000</p>	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 & 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. 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 = \$500. Outdoor Recess/PE Equipment = \$500 Materials/Books/Supplies: = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, EL, 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 & 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 - \$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 & 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: \$12,700 (\$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 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	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	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: 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	<p>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 \$10,200 == 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</p> <p><u>Matching Funds:</u> Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400</p>	168,155.00			168,155.00	147,400.00		147,400.00
1000	<p>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</p>	80,130.00			80,130.00			0.00
1000	<p>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.</p>	25,340.00			25,340.00			0.00
1000	<p>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</p>	115,880.00			115,880.00	105,000.00		105,000.00
1000	<p>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</p>	26,600.00			26,600.00	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. 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 be available 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 Solaco, and supporting asset and needs assessment activities and annual updates to implementation plans. <u>Matching funds:</u> Parent and Community Engagement Director: \$108,000</p>	119,500.00	104,500.00		224,000.00	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</p>			15,000.00		15,000.00	37,500.00		37,500.00
4000	<p>SHORELINE MIDDLE SCHOOL STEAM night materials - \$500</p> <p>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</p> <p>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.</p> <p>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</p>		34,900.00			34,900.00			0.00
5000	<p>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</p>		11,374.00			11,374.00			0.00
5000	<p>DEL MAR Upkeep of training for new staff with Restorative Practices, SEL, Cultural Proficiency \$2,000</p> <p>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</p> <p>Parent Insitutes \$10,000</p> <p>Santa Cruz Community Health 36 weeks of family supports \$20,000</p>		43,000.00			43,000.00			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) were common requests from students and families. = Total \$45,000</p>		35,000.00			35,000.00			0.00
5000	<p>LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning cutureally proficient practices and trauma informed care trainings = \$15,000</p>		15,000.00			15,000.00			0.00
5000	<p>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</p>		5,820.00			5,820.00			0.00
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

Green Acres Elementary School
 966 Bostwick Lane
 Santa Cruz, CA 95062
 Rebecca Dominguez, Principal
 rdominguez@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 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)

Green Acres Elementary is a member of the Live Oak Elementary School District (LOSD), comprising four comprehensive schools and one alternative program dedicated to facilitating community school activities within their respective learning communities.

Nestled in thriving 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 of need 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.

LOSD has been working to provide the various services of a Community School model. For example, we have started a Community School Consortium gathering together close to 35 partners (priority 6) and starting a homegrown before and after school program as it was a huge need in our community (priority 2). We are ready to fully engage and implement the various strategies that would transform our school to true Community Schools. The grant funds would allow us to create systems that are more inclusive, supportive, and effective educational environments. We not only want to address the immediate needs of students but also engage families and the community in the education process, fostering a collaborative and holistic approach to learning and well-being. LOSD is committed to this heart work.

As a small school district with all schools within a 1.6 miles of each other, we 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.

School: Why a community school for Green Acres?

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.

Green Acres aspires to become a Community School, and this decision is grounded in our deep understanding of the challenges our student population faces. With 51% of students considered socioeconomically disadvantaged, 21% with a disability, and 23% classified as English Learners, alongside a chronic absenteeism rate of 28.3%, we recognize the urgent need for a transformative approach.

The Community Schools model aligns seamlessly with our overarching vision to shape our community into vessels of knowledge that supports students, provides resources, and gives hope of a better school system where all are valued and included. We are dedicated to nurturing well-rounded student scholars by prioritizing holistic development and values that empower them to contribute meaningfully to the global community. This is demonstrated by our staff's commitment via a 70.5% response rate from staff at Green Acres in our Community Schools survey. Our commitment extends to a comprehensive academic program addressing diverse learning styles and healthy physical and social-emotional development for all students.

Embracing a socially just and restorative school climate, we employ an assets-driven and strength-based approach, utilizing the gradual release of the responsibility model, collaborative peer conversations, and practices promoting self-efficacy and positive growth mindsets. Our robust social-emotional learning (SEL) initiatives, incorporating survey data and universal screeners, are designed for targeted student support. Through mindfulness lessons, role-playing for healthy emotional development, and accessible mental health support, we strive to create a supportive environment for students. In addition, we are actively engaging families in our practices by hosting monthly Lions Pride assemblies to highlight students who have gone above and beyond by showing kindness and respect to themselves, their peers and staff. Families are invited to celebrate these students and show appreciation for their efforts.

Incorporating multi-tiered support systems (MTSS) such as PBIS and Restorative Justice practices, we focus on problem-solving and positive outcomes, aiming to reduce cultural bias and enhance a sense of belonging for all. Our commitment to removing barriers to learning is evident in professional development that promotes culturally and linguistically relevant practices.

While we currently have community partnerships supporting students with access to health, mental health, and social services, our desire is to expand these partnerships to provide even more services to those in need and remove barriers restricting access.

Active engagement is central to our philosophy. Students and parents participate in shared meetings in various settings, fostering collaboration in key forums like classroom team meetings, grade-level student Culture Climate Assemblies, School Site Council (SSC), English Language Advisory Council (ELAC), and Parent Teacher Organization (PTO). Our Community Schools Advisory Council (CSAC) serves as an engaged group of diverse stakeholders, evolving into a shared decision-making body, promoting collaborative leadership, and engaging the broader community in school initiatives. We aim to be a community hub, intensifying student and family engagement through relationship and community building. Our personal connections with families form the bedrock of authentic relationships, vital to our future success, and we are committed to being highly communicative and inclusive to encourage genuine community school partnerships.

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 a 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.

Green Acres actively sought the insights and viewpoints of all stakeholders by employing a multi-pronged approach, including electronic and paper surveys, telephone interviews, and Community School Advisory Council (CSAC) meetings. To foster inclusivity, all materials were translated and made accessible to the entire school community. Our response rates for Parents came in at 82.8%, Staff at 70.5%, Tk-2nd grade students participated at 91.7% and 3rd-5th grade students responded at 88.8%. With the number of responses that came in across our school community, we felt motivated by our community's commitment to bettering our school environment.

Tailored surveys were meticulously crafted for specific groups, addressing students, staff, and families. A concerted effort was made to disseminate messages and invitations consistently through various channels such as emails, Parent Square, backpack mail, and, when necessary, through

phone calls. This extensive outreach aimed to ensure that every member of the community felt not only invited but also included in the data collection process.

Stakeholders were persistently encouraged and reminded to participate, with repeated invitations extended to attend monthly CSAC meetings. This approach was designed to create a welcoming and inclusive environment, emphasizing the importance of each voice in shaping the collective vision and direction of Green Acres.

The Needs and Asset Assessment (NAA) has revealed a profound appreciation within the school community. Notably, the needs assessment indicates a strong love for the school's staff and a pervasive sense of community. A substantial 88% of teachers and staff consistently expressed their gratitude for the dedication of staff, teachers, and the principal in fostering a strong sense of community. Furthermore, the assessment highlights positive sentiments from 66% of respondents regarding the school's commitment to inclusion, diversity, and concerted efforts to establish a sense of belonging for all. This positive feedback underscores the school's values and efforts to create an inclusive and welcoming environment for its diverse community members.

A significant 79% of students hold a favorable view of the educational aspects at Green Acres. Specifically, students expressed positive sentiments about key educational elements, including the Science Life Lab Garden, the school library, and the recently implemented iReady learning platform. This feedback emphasizes the success of these initiatives in contributing to a positive and enriching educational experience for the students at Green Acres. Students also shared a strong appreciation for outdoor and physical activities 70% and 79% shared a strong appreciation for the educational experiences provided at Green Acres. Several common themes included iReady, math, reading, library, friendships, the Poga Store (positive reinforcement), assemblies, and continued positive school perceptions.

The Needs and Asset Assessment (NAA) highlights a combined 78% shared interest among both students and families in expanding enrichment and providing more activities within and beyond the instructional day at Green Acres (STEAM/STEM, music, art, yoga, sports, Lego, theater, dancing, cooking, more playground activities) Students expressed enthusiasm for future offerings such as cooking classes, healthy earth initiatives, and a greater selection of books related to math and science.

In alignment with these aspirations, 68% of families articulated a desire for enhanced academic support, including individualized tutoring and educational programs customized to address specific student needs. Additionally, there is a collective wish for increased Social-Emotional Learning (SEL) support. Families emphasize the importance of interventions to help students overcome challenges, enhance organizational and communication skills, and provide targeted assistance for students managing ADHD.

The NAA results underscore significant themes related to family support at Green Acres, with mental health, food security, and community building emerging as predominant concerns. These insights are just a snapshot of the valuable information gleaned from the assessment, providing crucial guideposts for shaping the future educational experiences at our school. As we revisit the implementation plan, further discussions are anticipated to delve deeper into these themes and ensure comprehensive strategies are in place to address the identified needs.

What groups engaged in the NAA? Did we reach everyone?

We successfully engaged a diverse array of stakeholders in the Needs and Asset Assessment (NAA) process. Participants included students, staff members, community partners, and caregivers ensuring a comprehensive representation of perspectives. Specifically, our outreach resulted in the following participation rates:

- 82% of families
- 96% of students
- 70% of staff members

While our engagement was substantial, we acknowledge the importance of continuous efforts to broaden our reach and ensure that the voices of all stakeholders are heard in shaping the school's initiatives and improvements.

We will leverage the feedback gathered through the Needs and Asset Assessment (NAA) to inform the implementation of initiatives, particularly in the event of securing funding. This information serves as a crucial guide for our Community School stakeholders as we collectively work towards transforming Green Acres into the envisioned hub that reflects the desires of the entire community.

The NAA data has been meticulously collected, transcribed, and organized, now available to the public through our Community Schools webpage. This comprehensive resource will be continuously referenced throughout the implementation process, aiding stakeholders in making informed decisions about resource allocations. The information will be discussed in English and in Spanish to include all stakeholders.

Essentially, the NAA functions as a roadmap, prioritizing the most valued pieces of input from our students and community. It will be a guiding document as we undertake the transformation of the school, ensuring that the initiatives align closely with the needs and aspirations expressed by those we serve.

To address the needs of marginalized families, Green Acres has undertaken a comprehensive community school planning process. The entire process was advertised, presented, and translated in both English and Spanish to include the dominant languages of our community. This involved asset mapping, a needs assessment, and a gap analysis, with active engagement from various stakeholders, including students, families, staff, partners, and the wider community with translators.

The leadership team adopted a tiered approach to collect data from all educational partners, ensuring a well-informed understanding of the community school framework. This included the model, asset findings, and needs data, all of which contributed to ongoing improvements in the implementation plan.

Assessment activities, such as focus groups and narrative surveys, were conducted throughout the planning year to gather insights. The Community School Coordinator (CSC) played a key role in facilitating discussions with the school leadership team, fostering a collaborative assessment of areas under development for a community school. This collective effort allowed the team to establish baseline metrics for three key capacities:

- Fostering Engagement, Connection, and Community—navigating the journey from exploration and emergence to maturity and excellence.

Key priorities surfaced through our assessment activities encompass:

- Increase Enrichment and Student Activities
- Increased Academic Support
- Increase Social-Emotional Learning and Mental Health Services

These assessments not only pinpointed needs and service gaps but also unveiled valuable school and community assets that can be seamlessly integrated into the community school framework. Following the completion of all assessment activities, data findings will be transparently shared with students, parents, teachers, partners, and staff, fostering continuous feedback and guidance to shape the implementation plan.

A consistent need identified is the enhancement of student support for academic achievement, and the recurring theme of mental health services emerged prominently within the Needs and Asset Assessment (NAA).

We have a partnership with Santa Cruz Community Health, which provides mental health services to students at the school site if they belong to their healthcare facility. Mental health services provided to students that overflow from our caseload expanding this program without regard for insurance is highly desirable for our community. The ongoing commitment of the Community School Coordinator (CSC) involves identifying, establishing, and fostering school-community partnerships aligned with the four pillars of community schools: *Integrated Student Support (online questionnaire 6); Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators, and; Extended Learning Time and Opportunities.*

The CSC takes charge of coordinating and managing the assets and needs assessment process annually, employing PDSA cycles, which involve focus groups, school site resource inventory, self-assessment, and surveys engaging all partners. A tiered approach is adopted, including interviews with educational partners to gather specific experiences and areas for growth and improvement. Review meetings synthesize assets and opportunities from various assessments, leading to the identification of the top three priority topics and the development of an implementation plan.

Communication of assessment activity findings is executed through both verbal and written channels, utilizing platforms such as Parent Square, social media, and school newsletters. Collaboration with the school's leadership team ensures that findings are linked to learning and effectively communicated to families through traditional school events. The commitment to transparency is underscored by annual reporting and public presentations at Board meetings, complemented by online questionnaires. Engaging opportunities, such as home visits, community town halls, and interaction with elected officials, further fortify the communication and support network, aligning with 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
Increased Academic Support	<ul style="list-style-type: none"> ● Provide immediate after school tutoring to support students with achievement gaps. ● Provide qualified tutors to help students with an academic goal designed for that student ● Increased ELPAC scores ● Increased ELL CAASPP Scores in ELA and Math ● Increased Hispanic CAASPP Scores in ELA and Math ● Increased Overall CAASPP Scores in ELA and Math ● 80% met or exceed in iReady overall scores in Math and ELA ● Reduction in CAASPP achievement gap of whites and minority groups
Increase Social-Emotional Learning and Mental Health Service	<ul style="list-style-type: none"> ● Provide onsite counseling by an additional mental health clinician that can work with students beyond school day as well as during ● Increase in SEL Panorama Data ● Increase in Sense of Belonging Panorama Data ● Increased number of students served by clinician(s) ● Reduction in office referrals
Increase Enrichment and Student Activities	<ul style="list-style-type: none"> ● Offer Several afterschool clubs and activities that engage students without charging them fees. Provide a schedule of events for students to sign up. ● Success measured by student and family experience surveys

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
Establish clear communication with the community.	<ul style="list-style-type: none"> ● Ensure regular and transparent communication among all stakeholders. ● Implement a variety of communication channels, such as newsletters, emails, and meetings, to keep everyone informed about school matters. ● Create opportunities for all stakeholders to contribute and feel valued. ● Diversify representation in decision-making bodies to ensure a range of perspectives are considered.
Provide Training and Establish Decision-Making Structures	<ul style="list-style-type: none"> ● Offer training sessions on collaborative leadership and effective communication for parents, teachers, and administrators. ● Provide resources and tools that support collaborative problem-solving and decision-making. ● Form committees or councils that include representatives from parents, teachers, and administrators to discuss and make decisions on various school issues. ● Rotate leadership roles to ensure shared responsibility and to prevent the concentration of power. ● Clearly outline the roles and responsibilities of parents, teachers, and administrators in decision-making processes. ● Ensure everyone understands their contributions and the impact they can have on the school community.
Establish a Culture of Trust	<ul style="list-style-type: none"> ● Foster a culture where trust among parents, teachers, and administrators by sharing agenda minutes ● Encourage open dialogue and active listening to address concerns and build stronger relationships. ● Provide collaborative tools, such as shared online platforms and computers to facilitate communication and document decision-making processes. ● Celebrate successes as a team and give recognition to those who have contributed.

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

Live Oak Elementary School District
 Below is our district model, used by all schools. The model flows from the inside out, starting with the classroom. Our classroom is the core of all we do, there, you find our teachers, our scholars, and the 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). Each school provides 1) positive developmental relationships, 2) environments filled with safety and belonging, 3) rich learning experiences and

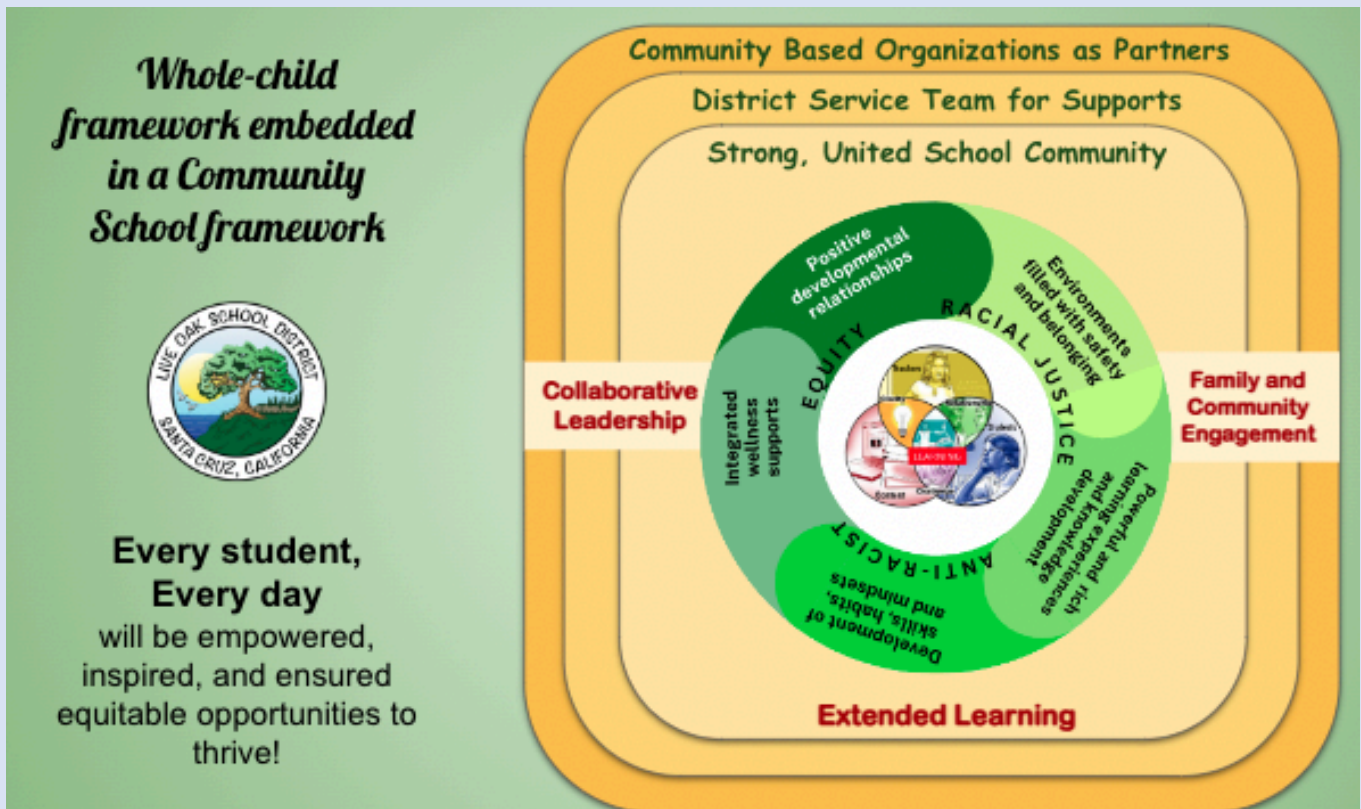
knowledge development, 4) development of skills, habits, and mindsets, and 5) integrated support systems.

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, as well as before- and after-school engaging experiences for students.

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, hence in the service of students, families, and the community at large.

The outside square shows how all our community-based organizations (CBOs) as partners 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 frame 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) with 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.

Green Acres Elementary

To facilitate the transition from an advisory structure to a decision-making model at Green Acres, a comprehensive reorganization of existing committees is essential. This process will involve clear communication about the shift in school governance and the establishment of new protocols. By meticulously addressing these key steps, Green Acres aims to create a robust decision-making model that enhances stakeholder engagement, fosters collaboration, and aligns seamlessly with broader educational plans and initiatives. Key steps include:

Committee Reorganization:

- Identify existing committees that will be integral to the decision-making model.
- Align committee structures with the envisioned decision-making framework, ensuring representation from diverse stakeholders.
- Clarify the roles and responsibilities of each committee in the decision-making processes.

Stakeholder Training:

- Develop a training plan for staff and committee members to familiarize them with the principles of collaborative decision-making.
- Conduct workshops to enhance skills related to consensus-building, effective communication, and conflict resolution.
- Emphasize the importance of a shared leadership culture and the value of diverse perspectives.

Establishment of Bylaws and Protocols:

- Draft comprehensive bylaws that define the purpose, structure, and functioning of each committee.
- Clearly articulate decision-making processes, emphasizing transparency and inclusivity.
- Incorporate protocols for regular review and adaptation of the decision-making model.

Alignment with Educational Plans:

- Ensure that the decision-making model aligns seamlessly with the Local Control and Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA), and the Community Schools model.
- Outline specific goals within the bylaws that reflect alignment with broader educational plans.
- Establish mechanisms for continuous evaluation to gauge the model's effectiveness in achieving these goals.

Cultivate a Culture of Shared Leadership:

- Emphasize the importance of shared leadership and collaborative decision-making in school governance.
- Encourage all committee members to actively participate in shaping the school's policies and practices.
- Foster a sense of ownership and commitment to the decision-making processes.

Communication Plan:

- Develop a clear and transparent communication plan to inform all stakeholders about the changes in the governance structure.
- Utilize various communication channels, such as newsletters, school meetings, and digital platforms, to keep the school community informed.

- Establish regular feedback mechanisms to address concerns and suggestions from stakeholders.

Continuous Monitoring and Adaptation:

- Implement a system for ongoing monitoring of the decision-making model's effectiveness.
- Establish regular review cycles to assess the model's impact on school governance and decision outcomes.
- Be prepared to adapt and refine the model based on feedback and evolving needs.

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) Manager 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
<p>The Green Acres CSAC committee will align all relevant district, site, and Community School policies.</p>	<ul style="list-style-type: none"> ● Conduct a thorough analysis of existing school policies, including the LCAP and SPSA, to identify areas of alignment with community school principles. ● Form a collaborative committee involving school administrators, teachers, community stakeholders, and district representatives to review and align policies. ● Develop a framework for policy alignment that highlights the synergies between community school goals and broader school policies.

<p>The CSAC will incorporate the community school strategy into any existing school-wide strategic plans or improvement plans.</p>	<ul style="list-style-type: none"> ● Identify specific goals from the community school implementation plan that align with the overarching objectives of the LCAP and SPSA. ● Work with the school leadership team to integrate community school goals seamlessly into the existing plans, emphasizing coherence and mutual support. ● Ensure that community school initiatives are reflected in the annual updates and revisions of the LCAP and SPSA.
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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
<p>Attract and employ a diverse, multilingual staff to champion community school strategy and objectives, with a particular emphasis on hiring individuals from the local community being served.</p>	<ul style="list-style-type: none"> ● Conduct a comprehensive analysis of student demographics and needs to inform staffing requirements. ● Regularly review and adjust staffing structures to address evolving student needs and maintain alignment with the community. ● Develop targeted recruitment strategies to attract a diverse pool of candidates. ● Prioritize multilingual proficiency in recruitment efforts to meet the linguistic needs of the community. ● Collaborate with local communities and organizations to broaden the recruitment network.
<p>Establish a robust team centered around the Community School by delivering comprehensive training that encompasses, but is not restricted to, the following elements: fundamentals of the Community School Model, Collective Impact & Results-Based Accountability</p>	<ul style="list-style-type: none"> ● Engage in financial forecasting to estimate staffing costs and identify potential funding sources. ● Establish partnerships with local organizations, businesses, and grant opportunities to secure additional funding for staffing. ● Create a long-term financial sustainability plan that aligns with the school's strategic goals and objectives. ● Implement regular evaluations of staffing impact on community school outcomes. ● Establish mechanisms for feedback from staff, students, and community members to inform continuous improvement.

<p>Framework, and cultural competency.</p>	<ul style="list-style-type: none"> Adjust staffing plans as needed to address emerging challenges and opportunities.
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Key Staff/Personnel

<p>Principal</p>	<p>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.</p>
<p>Community School Coordinator - district level (as this would make it sustainable)</p>	<p>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.</p>
<p>Family Liaison</p>	<p>The Family Liaison collaborates with parents, families and teachers 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 within the school day. As well as, being the bridge for families and community partners with concerns affecting families around the school day. . The Family Liaison is the bridge to moving our school community from involvement to engagement on all levels. The FACE team establishes continuous mechanisms for parents/ caregivers, teachers and community partners to actively contribute in significant roles at school, at home, and in their community.</p>
<p>The CORE Team - school secretary and attendance clerk</p>	<p>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.</p>
<p>Mental Health Clinician</p>	<p>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.</p>
<p>Community School lead teacher</p>	<p>This would be a new position as a teacher on special assignment will be needed to set up teaching and learning practices around</p>

	<p>community-based and project-based learning New position by a certificated staff member intended to plan and deliver parent education to support students learning, provide strategies that increase student success, and foster healthy social-emotional development.</p>
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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 a robust and 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 Foundation, 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 state's vision, we are using all these grants to set the systems and foundation for all 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 the 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 questionnaires #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 engaged 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 thorough mapping system and database of partners	<ul style="list-style-type: none"> ● list needs and list potential partners that could help fill those needs ● work with Community Schools Coordinator to establish database
Recognize, form, and nurture 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"> ● Identify potential community partners that align with the school's vision and goals. ● Initiate outreach programs to introduce the community school concept and garner interest from potential partners. ● Facilitate collaborative meetings between school representatives and potential partners to discuss mutual objectives and areas of collaboration.
District goal: Gather the LOSD Community Partner Consortium at least 3 times a year	<ul style="list-style-type: none"> ● Conduct regular community forums to gather input and feedback on the community school initiatives. ● Establish advisory committees comprising community members, parents, and other stakeholders to actively contribute to decision-making processes. ● Implement surveys and feedback mechanisms to gauge community preferences and needs.

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
- Dia del Niño - 971 attendees
- Parent Square training at each individual school - 30-50 attendees

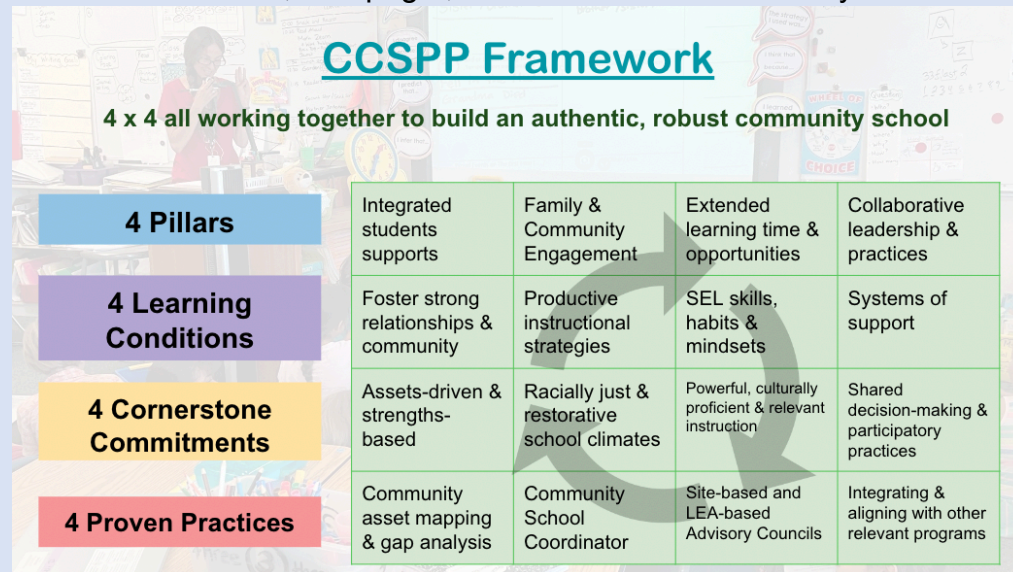
This year, the numbers have increased and so far we have had:

- 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.



Green Acres

Green Acres has proactively initiated a series of measures to address the identified needs within the school community. Monthly professional development training sessions are being conducted to tackle bias and enhance cultural proficiency, fostering a more aware and inclusive community within the socio-political landscape it serves. Moreover, the school has actively prioritized the topics of inclusion and equity, incorporating them into the foundational elements of school policy and practice to ensure the representation of all voices within the school's ecosystem. The implementation of a schoolwide Belonging Book Club serves as a consistent platform for positive dialogues, emphasizing the importance of inclusion for the diverse student body within the school and broader society. Collectively, these initiatives represent a concerted effort to transform the community culture, challenging ingrained practices that may have inadvertently limited equal representation and participation of underrepresented individuals, thereby establishing a sense of belonging for all students and their families.

In parallel, efforts to target the social-emotional development of students include the adoption of the MTSS model and a relaunch of PBIS practices. School expectations have been updated to emphasize a stronger commitment to the principles of being safe, respectful, responsible, kind, and doing personal best, recognizing the significance of language, actions, and policies in shaping the school environment. Mental health services remain a priority, and ongoing efforts are being made to expand these services to address community needs. The SEL program has been updated to align more closely with CASEL standards, incorporating the Second Step Approach, and endeavors are underway to build stronger classroom communities that provide a secure foundation of belonging, particularly for students who have experienced trauma, possess disabilities, or have been historically marginalized. While acknowledging progress, the school recognizes the need for more comprehensive support, and the Community Schools model is seen as a pivotal framework that can profoundly impact and strengthen these ongoing efforts.

To address students' desire for more physical and enriching activities, Green Acres has introduced "Enrichment Day," offering all students a rotating schedule of art, music, and physical education to maximize the benefits of these programs. Additionally, strategies to enhance play opportunities during recess are actively discussed with our Recess Coaches, who are tasked with organizing games and activities to foster social skills and support physical development. The exploration of additional afterschool programs is acknowledged, but the implementation of such programs hinges on the availability of funding, which is currently not accessible.

Dientes currently partners with Green Acres to organize dental check-ups for 1st, 3rd, and 5th-grade students. Caregivers provide consent for their child to receive a free dental check-up on a designated day, twice a year in a dedicated room on campus for examinations. A team of Dientes practitioners comes to the school so families do not have to leave work or pay service fees. Since the exam takes place on campus, students do not miss a lot of class time which allows more time for important learnings. Caregivers receive a report and are informed if additional dental work is necessary. A referral is given, and families are responsible for the follow-through.

While we appreciate this service, there is an opportunity to enhance its impact. Expanding the program to include other grade levels would be beneficial, promoting comprehensive dental care for a larger student population. Additionally, introducing teeth cleanings as part of the service could contribute to improved oral health, proven to reduce the risk of more complex dental issues over time.

Moreover, having an onsite dental professional could streamline the process, saving valuable instructional minutes. This would eliminate the need for families to take students out of school for extended periods, ensuring continuity in their education while prioritizing their oral health. Overall, these enhancements would align with our commitment to the holistic well-being of our students.

A prospective partner Green Acres would like to seek and establish is an organization or professional group specializing in children's vision care. The rationale behind seeking such a partner stems from the recurring instances where the school nurse identifies student vision problems. These issues often manifest as low reading performance, headaches, and disengagement, ultimately contributing to a poor sense of belonging and diminished self-confidence.

Despite efforts to address these concerns through referrals to families, follow-ups reveal that many have not pursued the recommended vision assessments. The reasons provided by families include constraints on time, limited resources, and, in some cases, student refusal due to negative self-stigmatization associated with the prospect of obtaining glasses.

By establishing this partnership, Green Acres aims to mitigate these challenges. Such a partner could play a vital role in addressing vision-related issues, providing timely assessments, and offering solutions that align with the unique needs and circumstances of the students and their families. This collaboration has the potential to significantly improve the overall well-being, academic performance, and self-esteem of the students at Green Acres who are grappling with vision-related challenges.

To fortify our school community and make the intentional move from parental involvement to true parental engagement, Green Acres organizes annual events such as the Harvest Festival, Family Art Night, and Family STEAM Night. Following the success of our Lions Pride monthly event to

recognize and honor students who are showing up in spaces determined and ready to actively engage with their teachers, peers and whole school community. Lions Pride is attended by over 150 families. Families are able to see their students being recognized as well as themselves learning about Green Acres and how the students are rising to the challenge. We are committed to sustaining this community-building initiative to foster an even stronger bond with the school.

Parent conferences, including student-led conferences, serve as valuable opportunities to engage with parents and address their needs. These conferences often elicit questions about learning concerns, creating a conducive environment for meaningful discussions centered around areas of growth. These junctures become instrumental in building relationships as they provide an opportune moment for staff and families to collaboratively address needs and bridge gaps.

Recognizing the pivotal role of family engagement, we actively encourage parents to volunteer in the classroom. Many have expressed how enriching this experience has been as they gain insights into the inner workings of the class and the school at large. There is a recognized need to not only continue but also expand this practice, fostering a broader level of comfort to encourage more parents to actively participate in various aspects of school life. Welcoming families to engage in the school community is vital in stewarding families to become leaders within their school communities.

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 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
<p>Cultivate a comprehensive understanding of the Community Schools Model among stakeholders new to the model. This involves promoting shared leadership across cultural groups, emphasizing asset-based thinking, and positioning relationship-building at the core of the committee's constructs.</p>	<ul style="list-style-type: none"> ● Have a presentation ready to teach or reteach the Community Schools Model for those who may not have had the opportunity to have already been exposed. ● Create surveys to monitor and determine the needs of staff and community in regards to Community School leadership capacity ● Use data collected to inform next steps and address needs necessary to gain understanding

	<ul style="list-style-type: none"> ● Create norms that incorporate the core values of the construct and ways to address how to address it if it is broken
<p>Enhance the school's leadership capacity by cultivating collaborative decision-making processes and unlocking leadership potential through consistent reflective data analysis sessions. Implement quarterly check-ins to monitor and assess growth, ensuring ongoing development and effectiveness.</p>	<ul style="list-style-type: none"> ● Maintain agendas and minutes documenting attendance and participation ● include data analysis as part of all meetings ● include discussions and next steps as regular agenda items ● assign note taker and translate all documents ● post agenda and minutes on school website
<p>Commit to robust professional development, emphasizing culturally relevant teaching addressing the potential of bias and microaggressions in the classroom. This ongoing effort aims to enhance staff capacity to better support students' needs.</p>	<ul style="list-style-type: none"> ● provide staff development in culturally proficient practices presented by consultants or coaches ● provide staff development addressing bias and community implications presented by consultants or coaches ● develop tools to assess use of culturally proficient practices to ensure practices are in place and are sustained ● provide materials known to promote culturally proficiency and social emotional development to grow student and community competencies ● examine collected data of perceived sense of belonging of community members to ensure all demographic groups are heard and addressed ● monitor effectiveness of spending and quality of project outcomes
<p>Incorporate supplementary Social-Emotional Learning (SEL) and restorative justice curriculum through the MTSS, PBIS and Second Step programs to encompass restorative practices, community circles, and well developed SEL competencies in students..</p>	<ul style="list-style-type: none"> ● build SEL lessons into the scope and sequence for each grade level ● ensure access and teacher competency in Second Step resources ● incorporate student lessons at grade level Culture Climate Assembly meetings to demonstrate restorative practices, target SEL competencies for learning ● incorporate regular messaging in Morning Announcements to promote competencies and restorative practices that establish a positive school culture of belonging and acceptance of all

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
<p>Establish and understanding of community based learning and the value it brings to students and the community</p>	<ul style="list-style-type: none"> ● Provide educators with workshops on cultural competence, emphasizing the importance of understanding and respecting diverse cultural and linguistic backgrounds. ● Offer training sessions to assist educators integrate community-based curriculum into their lesson plans, ensuring alignment with real-life experiences. ● Ensure collaborative learning opportunities where educators can share insights, resources, and strategies related to community-based learning
<p>Persist in the commitment to enhance staff capacity for supporting students by investing in high-quality professional development. This includes focusing on culturally and linguistically relevant teaching, understanding cultural archetypes, delving into sociopolitical context, and addressing microaggressions in the classroom.</p>	<ul style="list-style-type: none"> ● provide staff development in culturally proficient practices presented by consultants or coaches ● provide staff development addressing bias and community implications presented by consultants or coaches ● develop tools to assess use of culturally proficient practices to ensure practices are in place and are sustained ● provide materials known to promote culturally proficiency and social emotional development to grow student and community competencies ● examine collected data of perceived sense of belonging of community members to ensure all demographic groups are heard and addressed ● monitor the effectiveness of spending and quality of project outcomes
<p>Actively participate in conferences, training, and webinar opportunities about Community Schools</p>	<ul style="list-style-type: none"> ● plan and budget for events the committee determines to be valuable time investments for the community. ● plan opportunities for information learned to be disseminated within the committee ● offer viable or multiple options to increase chances of attendance

<p>Visit 1-2 current Community Schools in the implementation phase, learn about the cycle of growth</p>	<ul style="list-style-type: none"> ● plan for in-person learning whenever possible ● include virtual options when in-person attendance is not possible. ● have those who can attend share the experience with the group ● discuss ideas of how new learnings could apply to the community
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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 allow for the celebration of successes, the 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 allow 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

The CSAC Committee will collaboratively affirm desired outcomes and engage in a backward planning process to identify suitable measures for assessing progress, growth, and results. Regularly scheduled intervals will be established for the committee to review and make adjustments as needed and course-correct as needed to meet targeted goals. These measures will effectively function as key indicators of success.

Goals	Action Steps	Outcomes/Indicators
<p>The establishment and definition of the data baseline will be completed by August 1, 2024, to initiate a successful school year.</p>	<ul style="list-style-type: none"> ● The team gathers to confirm a shared goal. ● The team will examine available options and platforms available to utilize as measurement tools 	<ul style="list-style-type: none"> ● Completed table of agreed-upon goals and measures
<p>Increase CAASPP results of met or exceeded scores in all demographic groups in ELA and Math</p>	<ul style="list-style-type: none"> ● teachers will deliver daily ELD lessons to EL students ● use scaffolds and SDAIE strategies to support EL's ● provide small group reading instruction 	<ul style="list-style-type: none"> ● Increase overall Math and ELA achievement by 10% ● Increase achievements scores of

	<ul style="list-style-type: none"> ● provide interventions for students working below grade level ● spiral and reteach based on formative assessments ● Students will engage in daily math instruction and be encouraged to use the eight standards of mathematical practices 	<ul style="list-style-type: none"> ● Hispanic, ELL, African Americans, and students with disabilities by 10% ● ● Monitor achievement gap of white and minority subgroups to measure decreases
<p>The leadership committee will be proficient in progress monitoring, demonstrating abilities in conducting Plan-Do-Study-Act (PDSA) cycles and sharing evolving insights through community dialogues.</p>	<ul style="list-style-type: none"> ● committee members are introduced to the PDSAs as a viable way to manage the cycle of improvement ● notes are taken at each meeting to document community engagement with the document ● create plans assigning tasks and roles to specific persons with expected deadlines 	<ul style="list-style-type: none"> ● updated plan ● agendas and minutes ● celebrate successes and share with stakeholders ● implement changes necessary to maintain course of action and share with stakeholders
<p>Community School Implementation Plan will be living document that is used to create an evaluation plan that is informed by LCAP and SPSA Goals.</p>	<ul style="list-style-type: none"> ● share the team-created plan at the inception of the year ● publish the plan on the school website ● plan a review of the plan with progress updates at every meeting ● document when changes to the plan are made and reasons why ● create plans assigning tasks and roles to specific persons with expected deadlines 	<ul style="list-style-type: none"> ● living document remains current on the website ● list of changes made and when are recorded and attached as an addendum to the plan ● celebrate successes and share with stakeholders ● implement changes necessary to maintain course of action and share with stakeholders

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.



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Attachment IV-a: Green Acres Elementary

Community Asset Mapping and Needs/Gap Analysis

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Team map at Green Acres

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 meeting.



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School Site Council	5 Staff (classified, cert.), 5 Parents & Principal	Monthly	Library	Decision making body that informs and provided input on School Plan for Student Achievement . Approves parent teacher compact, and Parent Participation guidelines.	Review, advises and makes decision on SPSA. ake Reviews academic and attendance data and makes makes recommendations	Approving the SPSA and CCSPP Implementation Grant application	Agendas, power points are shared prior to meetings, meeting are scheduled and shared via the school google calendar.
PBIS/MTSS- Positive Behavior intervention team	PBIS Coordinator, Site Lead, Principal, 3 Certificated Staff	Monthly	Library	Positive school culture, implementin g 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



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Community Schools Advisory Council	8 Parents & 6 Teachers & Principal, Community Partner, Community Schools Coordinator Family Liaison	Monthly	Library	Oversee CCSP 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 site assessment.	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.
English Language Advisory Committee (ELAC)	8 Parents & Principal Family Liaison	Monthly	Library	Support EL students, share information/ data with parents, supporting student reclassify	Support EL students reclassify before middle school	Reclassification	Parent Square, phone call reminders for meeting, flyers, school website, agenda and minutes are shared via shared prior to the meeting.



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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 Green Acres?

These are the top three themes that emerged:

- Teachers and staff (~88%):
 - Numerous mentions of appreciation for the teachers, staff, and principal. Positive comments about their dedication, friendliness, and the sense of community they foster.
- Community and inclusivity (~66%):
 - Recognition of the strong sense of community, inclusivity, and diversity at the school.
 - Positive feedback about the welcoming environment and the emphasis on making everyone feel included.
- Programs and resources (~59%):
 - Positive comments about various programs and resources offered by the school, such as after-school programs (LEAP), the garden, life lab, art, music, P.E., and other extracurricular activities.
 - Parents value the overall educational experience and the support provided.

Summary: These trends highlight the importance of the school's community, dedicated staff, and the diverse range of programs and resources offered to create a positive and enriching learning environment.

Direct quotes:

"I love that there is a life lab for the kids, all the staff have been incredibly nice, and that there is an after school program." - 3rd grade family

"The principal Mrs. Dominguez and her staff. I am so impressed every morning I take my kids to school, and I wait for my son and daughter to enter their classrooms. I see her without fail every single morning engaging with as many children, faculty and parents as possible. The staff is amazing. There is not another school in any district I would feel more comfortable sending my children to for elementary education as well as a sense of belonging. Thank you Green Acres!" - 5th grade family

"We have loved all the teachers our son has had over his 6 years at Green Acres. We also love the garden space, it is so unique for a school to have such an amazing garden. We have also generally just loved that our child has always wanted to go to school and enjoyed his time there." - 5th grade family

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

- Proximity to home, ease of communication, and a welcoming atmosphere contribute to a positive perception of the school.



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- Many respondents appreciate the safety measures in place, the discipline approach, and the sense of security provided by the school.
- Good communication between teachers, staff, and parents is highlighted as a positive factor.
- The provision of free healthy lunches, resources, and assistance in Spanish are noted by some respondents.

Summary: It's evident that the school is valued for its holistic approach to education, a positive and inclusive atmosphere, and the efforts made by the staff to create a supportive learning environment.

Question 4: Ideal supports for families

These are the top three themes that emerged:

- Mental health support (~17%):
 - Multiple mentions of the importance of mental health support for both students and families.
 - Requests for counselors on campus, family counseling, support groups, and individualized counseling.
 - Emphasis on mental and emotional health for the entire family.
- Food security (~17%):
 - Frequent references to the need for food support, including free lunches, food programs, and healthy food options.
 - Concerns about affordable and healthy meals, food supplements, and access to nutrition resources.
 - Suggestions for events related to food, such as festivals and awareness about struggling families.
- Community building and communication (~21%):
 - Strong emphasis on community building and communication among parents, teachers, and school staff.
 - Desires for open communication channels, including regular updates from teachers and principals.
 - Requests for more opportunities for families to get together, involvement in school activities, and parent-teacher communication platforms.

Summary: These trends highlight the importance of holistic support for families, including mental well-being, access to nutritious food, and fostering a strong sense of community through effective communication and engagement.

Direct quotes:

"Mental health support, food security, community building" 2nd grade family

"I am very happy with all the support the school has given us so far." 4th grade family

"More opportunities for families to get together ideally not during the standard 8-5 work hours. Working parents aren't always able to attend functions in the middle of the day." - 2nd grade family



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

- Respondents appreciate the availability of before and after-school care programs, including enrichment activities, flexible to accommodate varying work hours.
- Academic support for both parents and students is mentioned, including homework help, tutoring programs, and assistance with understanding the applications and tools used in education.
- Access to healthcare resources, including dental and vision services
- Support for diverse families, scholarships, and more opportunities for inclusive extracurricular activities are mentioned.
- Parent education classes and workshops are suggested to help parents understand and support their children's education better.
- Some respondents mention the need for additional support for families facing challenging home situations, assistance with basic needs such as clothes, jackets, and other essential items.

Summary: Ideal supports for families include mental health services, food security programs, effective communication channels, after school programs, community-building initiatives, academic support, healthcare resources, inclusive programs, and sensitivity to diverse family needs. The emphasis is on creating a supportive and inclusive environment for both parents and students.

Question 5: Ideal after school programs

These are the top three themes that emerged:

- Diverse enrichment activities (~46%):
 - Emphasis on a variety of activities beyond academics, including sports, dancing, music, art, theater, and STEM-based programs.
 - Requests for specific clubs like chess, Lego, gardening, and cooking to add fun and engagement.
 - Interest in programs offering exposure to different subjects such as bugs, food, or yoga.
- Homework support and tutoring (~23%):
 - Consistent requests for programs providing homework help, reviewing multiplication tables, and offering academic support.
 - Recognition of the importance of tutoring sessions, homework clubs, and assistance with completing assignments.
 - Desire for more one-on-one tutoring and structured activities contributing to academic growth and development.
- Sports and physical activities (~32%):
 - High demand for sports-related programs, including organized sports, soccer teams, basketball, gymnastics, and dance.
 - Enthusiasm for physical activities, play-based programs, and opportunities for students to engage in recreational sports.
 - Interest in after-school classes related to physical fitness, including Zumba, track, and theater with a focus on movement.



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Summary: These trends highlight the desire for well-rounded after-school programs that cater to various interests, provide academic support, and offer a diverse range of activities to enhance students' overall development.

Direct Quotes:

“STEM, life skills development, sports/extra curricular, arts (visual arts, music, drama), community service and social responsibility (opportunities for kids to engage in community service). - 5th grade

“Possibly cooking/baking classes to get kids interested in nutrition.” - 2nd grade family

“The LEAP program is great for working parents and for kids.. they really enjoy it and get mad if we pick our little guy up too early.” - kindergarten family

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

- Many respondents mention the importance of programs being free or low-cost, ensuring accessibility for all families.
- There's a desire for programs that engage children in hands-on, structured, and fun activities with a focus on growth and development.
- Safety is paramount, and respondents emphasize the importance of qualified supervision and caring adults for all children.
- Flexibility in terms of pick-up and attendance is valued, acknowledging the varying needs of working parents.
- Programs that engage children in community service, volunteer work, or peer-to-peer service
- Some respondents mention the importance of creating a sense of community within the after-school programs
- There's a call for more support and inclusion for children with special needs, indicating a need for tailored programs or additional staff training to support diverse learning needs.
- While some express satisfaction with the current programs, there's also a desire for more opportunities for parental involvement in after-school clubs or activities.
- Some parents suggest a more varied snack selection in after-school programs. Nutritional aspects are considered, and there is a request for snack variety.

Summary: Ideal after-school programs are diverse, affordable, and enriching, offering a range of activities from sports to arts. Safety, flexibility, and qualified supervision are crucial factors, along with the need for programs to cater to diverse needs, including special needs. There's an emphasis on creating a positive and engaging environment for children, fostering both educational and social growth.

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

These are the top three themes that emerged:

- Emphasis on healthy food (~41%):
 - Requests for organic, locally grown, and healthier food options.



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- Desire for food cooked on campus and a preference for dairy-free options.
- Appreciation for a free food program and varied, nutritious choices for students.
- Safety and respect (~61%):
 - Strong emphasis on safety, including measures like speed bumps, no bullying tolerance, and secure campus areas.
 - Recognition of the importance of a respectful and inclusive environment for both students and staff.
 - Focus on emotional safety, conflict resolution programs, and a desire for a safe and secure campus.
- Environmental features and well-maintained spaces (~10%):
 - Requests for a school environment with big windows, more green spaces, and well-kept landscaping.
 - Preference for a clean, well-maintained facility with modern amenities.
 - Interest in outdoor classrooms, updated play structures, and a welcoming and peaceful atmosphere.

Summary: These trends highlight the growing importance of holistic well-being, including healthy food options, safety measures, and a positive physical environment in creating an ideal school setting.

Direct quotes:

“I really loved when parents were allowed to drop off! Pick up at the classroom. So many friendships were made that way. The current situation feels cold & isolating” - 4th grade family

“A space that is safe, supportive and inclusive and encourages collaboration and is culturally respectful.” - TK family

“The school does a good job with safety and respect. Love see better food options especially that are dairy free” - 4th grade family

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

- Desires for inclusive play structures and activities that connect various age groups.
- Calls for more supervision during recess and lunch, with trained adults to address bullying and conflicts.
- Support for neurodivergent students and acknowledgment of sensory challenges.
- Expressions of gratitude for community support and encouragement.
- Some respondents express satisfaction with the current environment, stating that it is already ideal or perfect.

Summary: The ideal school environment, as outlined by the responses, is characterized by a combination of physical comfort, safety, inclusivity, healthy and diverse food options, respectful interactions, and strong community engagement.




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Interest-holder Involvement Activities List

Green Acres Community School Advisory Council

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**Green Acres CSAC
Sign-In-Sheet**

Sept. 13, 2023

NAME	ROLE	EMAIL
1. Marten Reyes	Community Partner note taker	mreyes@c2oscc.org
2. Michaela Cipezol	Parent	michaela.cipezol@gmail.com
3. Julie Curley	Teacher	jcurley@losd.ca
4. Theresa Gilbert	Teacher	tgilbert@losd.ca
5. Fabrika Torres	Family Liaison	ftorres@losd.ca
6. Kristy Davilla	teacher	kdavilla@losd.ca
7. Brooke Bond	parent	brookeabond7@gmail.com
8. Cari Carriere	teacher	ccarriere@losd.ca
9. Rosa Portillo	Parent	Yositaescobar1257@gmail.com

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10.	Janeth Perez	Parent	perezjaneth056@gmail.com
11.	Tammy Summers	Parent	tallemandi@yahoo.com
12.	Sandra Piedra	Parent	Sanddra74@hotmail.com
13.	Maria Antonio	Parent	mariaantonioamartinez36@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 Lingers	Live Oak Education Foundation	jennifer.lingers@gmail.com
2. Sarah Melton	Central Fire Dist.	sarah.melton@centralfire.sc.org
3. GREG Stein	L. OAK PRINCIPAL SC Public Libraries	gstein@losd.ca
4. Heather Norquist		norquisthe@sanacruz.pl.org
5. Daisy Morales	Sup	
6. Crystal Perez	FACE Manager	CPerez@lisd.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, WOETA parent	DM+SL lpomrantz@losd.ca
13. ARIN HUNT	Teacher, Del Mar	ahunt@losd.ca
14. Jakobed Ruiz	Students Ocean Alternative	28Jruiz@losd.ca
15. Montserrat Ruiz	Students Ocean Alternative	30Mruiz@losd.ca
16. Jessica Rosales	OA students man	ssrjrosita@hotmail.com
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 padre(s)/tutor, maestros, personal, socio comunitario parent/guardian, teacher, staff, Community Partner	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 Rosas	COE	dpitman-rosas@santacruzcoe.org
7. Maria Leon	Del Mar	myleon@lmsd.ca

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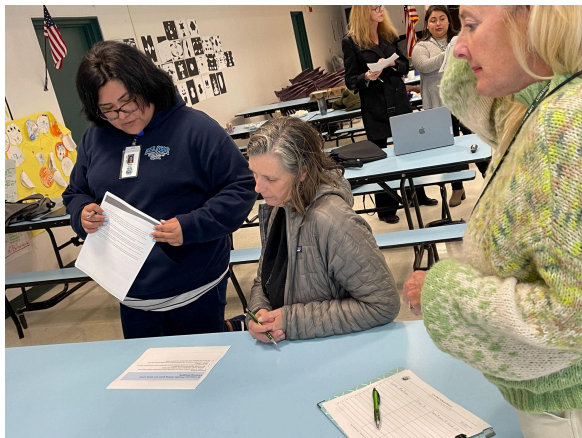
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8.	Lynne Martinez	Green A.	lmartinez@losd.ca
9.	ARIN HUNT	DM	ahunt@losd.ca
10.	Kristin Fabos	Cabrillo College	krfabos@cabrillo.edu
11.	Gry. Steu	LO	gsteu@losd.ca
12.			
13.			
14.			
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20.			

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Attachment IV-b: Del Mar Elementary

CCSPP Shared Decision-Making Council

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Green Acres Community School Advisory Council

Roster

Green Acres Community Schools Advisory Council Community Schools Advisory Council 2023-2024

Name	Role	Community based organization/ School
Rebecca Dominguez	Principal	Green Acres
Gabriela Cruz	Community Schools Coordinator	Live Oak School District
Lynne Martinez	Teacher	Green Acres Elementary
Marlen Reyes	Community Partner	Cradle 2 Career
Lisa Rispaud	Teacher	Green Acres Elementary
Tammy Summers	Parent	Green Acres Elementary
Kristy Davilla	Teacher	Green Acres Elementary
Julie Curley	Teacher	Green Acres Elementary
Brooke Bond	Parent	Green Acres Elementary
Cari Carrier	Teacher	Green Acres Elementary
Tara Vadas	Parent	Green Acres Elementary
Theresa Gilbert	Teacher	Green Acres Elementary
Michela Cireorol	Parent	Green Acres Elementary
Fabiola Torres	Family Liaison	Green Acres Elementary
Rosa Portillo	Parent	Green Acres Elementary
Janeth Perez	Parent	Green Acres Elementary
Sandra Piedra	Parent	Green Acres Elementary
Maria Antonio	Parent	Green Acres Elementary



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Agenda and Minutes - Meeting 1

Green Acres Agenda 9/13/23

- Welcome and Introductions
- Norms agreement
- Purpose of Community Schools with characteristics
- Purpose of Advisory Council
- Roles of Members
- Timeline
- District's Theory of Action
- School's Theory of Action
- Identify standing meeting date and time
- Program/Event Updates
- Bienvenida y presentaciones
- Acuerdo sobre normas
- Propósito de las Escuelas Comunitarias y características
- Finalidad del Consejo Asesor
- Funciones de los miembros
- Cronología
- Teoría de acción del distrito
- Teoría de acción de la escuela
- Determinar la fecha y hora de la reunión permanente
- Información actualizada sobre programas y eventos





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2023-2024 Green Acres CSAC Agenda and Minutes SSC/ELAC		
September 13, 2023		
<ul style="list-style-type: none"> I. Welcome and Introductions II. Team building activity III. Norms agreement IV. Purpose of Community Schools with characteristics V. Purpose of Advisory Council VI. Roles of Members VII. Timeline VIII. District's Theory of Action IX. School's Theory of Action X. Identify standing meeting date and time XI. Program/Event Updates 		
Notes	ACTION	
<ul style="list-style-type: none"> I. Welcome - Sign In sheet distributed II. Team building activity III. ADD to Norms Agreement <ul style="list-style-type: none"> A. Propose a solution B. Ensure we hear all voices, stay on topic/ agenda IV. Community Schools Information <ul style="list-style-type: none"> A. Something that we are already doing, aligning with what is done B. New/more integrated student support. Ex. Dientes C. Work with parents to create solutions D. CSAC= COMBINED WITH ELAC <ul style="list-style-type: none"> 1. Some topics will only pertain to ELAC - will have ELAC only meetings to cover those topics E. Where did the survey come from? <ul style="list-style-type: none"> 1. Shared from different school site that established their community schools 2. 2nd survey created by school admin/ district 	<p>Ideas of how to get the survey out</p> <ul style="list-style-type: none"> • Link for teachers to send out to parents <ul style="list-style-type: none"> ◦ Parent square ◦ Paper survey (staple to homework) • Can the survey be simplified even more? • Send with emergency <ul style="list-style-type: none"> ◦ Incentive for students. Ex. icecream • Call out surveys <p>Meeting Times</p> <ul style="list-style-type: none"> • Next mtg. Thursday October 12, 2023 @ 	



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	<p>team</p> <p>3. Ask what people appreciate about Green Acres, will have personalized questions for sites</p> <p>F. How will we have parents fill out the survey? Have people onsite to help parents understand the importance and help all families fill out</p> <ol style="list-style-type: none"> 1. Fall festival, raffle for ppl who do the survey 2. Have a laptop pulled up 3. Parent teacher conferences <p>G. Where does this come from? LCAP</p>	<p>3-4pm</p> <p>Sept. 27, 5-7:30 Tammy, Janeth, and McKayla Bring a student</p> <p>What to prepare for the next mtg:</p> <ul style="list-style-type: none"> • List of names • Give ideas - bring computer for ideas • Rebecca to include digital parking lot
	<p>* option for hybrid meeting</p>	<p>Rebecca will include link for hybrid option</p>

Agenda and Minutes - Meeting 2



Agenda 1/18/24

<ul style="list-style-type: none"> • Welcome • Let's Celebrate Our Survey Results! • Capacity-building Strategies (rubric) • Grant Timeline 	<ul style="list-style-type: none"> • Bienvenida • Celebrar los resultados de la encuesta • Estrategias de capacitación (rúbrica) • Calendario de subvenciones
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**GREEN ACRES
ELEMENTARY**
Santa Cruz, CA



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2023-2024	
Green Acres CSAC Agenda and Minutes	
SSC/ELAC	
January 18, 2024	
Agenda:	
I. Welcome II. Let's Celebrate Our Survey Results! III. Capacity-building Strategies (rubric) IV. Grant Timeline	
Notes	ACTION/ Minutes
<ul style="list-style-type: none"> ● Welcome ● Let's Celebrate Our Survey Results! ● Capacity-building Strategies (rubric) ● Grant Timeline 	<ul style="list-style-type: none"> ● Survey results per school will be public on the CS webpage ● Slide Revisiting the Strategies 1- 9 CSAC will meet in April to review the CCSP Implementation Plan Submitted
Community Schools Survey Participation for Green Acres	Green Acres: Families 86.8% Students TK-2 91.7% Students 3-5th 88.8% Staff 70.5%
Review Community Schools Rubric and Strategies	
Break into Small Groups and Answer all 1-9 strategies	



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D-CSAC

Roster

Name	Role	Community-based organization/ School
Sarah Melton	Community Partner	Central Fire Department
Jennifer Lingsen	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 ~~who~~ *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 *readily* 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 dont 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" - *Clarity 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?*
- Intentional strategic stable and sustainable permanent staff *(plan for reducing turnover)*
- Strategic focus on hiring highly qualified teachers
- Regular review and updating of *and diverse* ~~sets~~ 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~~ *Based on needs assessments, investigate + ideas by community partners that can develop staff in true 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 *? → expanded R+I*
- 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.
- coll
- Santa Cruz County College and Career Commitment (SC5) 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: Green Acres Elementary School

Alignment to the framework

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Events and Alignment to the Framework Matrix

Date	Activity	Event Details	Pillars
01/25/2024	STEAM Night	Steam activities for the entire family Partner: Live Oak Education Foundation	Family and Community Engagement / Expanded Learning
1/18/20023	Green Acres Community Schools Advisory Council	Community Schools Advisory Council	Collaborative Leadership
1/10/2024	District Community Schools Advisory Council	Meeting	Collaborative Leadership
12/7/2023	Green Acres Community Schools Advisory Council	Community Schools Advisory Council	Collaborative Leadership
12/21/2023	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
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
11/02/2024	Dientes Dental Clinic	Mobile Clinic at Green Acres provided dental cleaning and assessment of oral health	Integrated Student supports
10/30/2023	District Community Schools Advisory Council	Community Schools Advisory Steering Community	Collaborative Leadership
9/13/2023	Green Acres Community Schools Advisory Council	Community Schools overview, first Green Acres Advisory Council	Collaborative Leadership
08/19/2023	Back to School BBQ (district wide)	Welcome back	Family and Community Engagement



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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	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,	C	2023-2024



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	Engagement	basketball league, scouting. FUN!		
Live Oak Education Foundation	Family & Community Engagement	Funding; Community connections	C	2023-2024
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	H	2023-2024



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		collaborates with the monthly Dia de La Familia at the Farmers Market		
First 5 Santa Cruz County	Family & Community Engagement	Baby Gateway (Medi-Cal enrollment 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)	H	P
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	Family & Community	English as a second language (ESL), Citizenship, GED/High School Diploma,	C	Not needed



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Cruz Adult Education	Engagement	Adult Basic Education, Career Tech Education courses, fee support courses, such as Ceramics, Band, Birding courses, Pre-Apprenticeship, Parent 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	



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Soquel Creek Water District	Family & Community Engagement	Provides water education during our annual Welcome Back BBQ.	N	
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

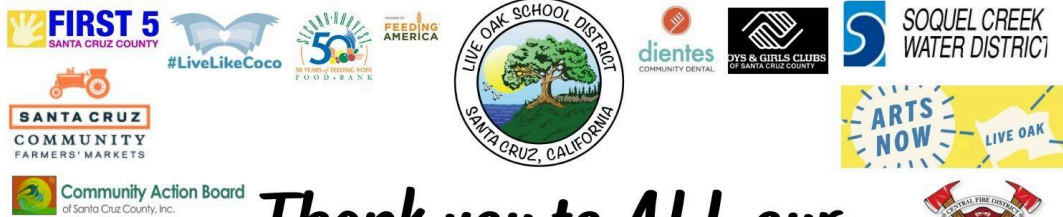


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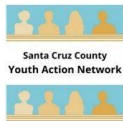
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BBQ Community Event - flyer with all participating community partners and pictures



Thank you to ALL our partners that made Possible

OUR WELCOME BACK TO SCHOOL BBQ 2023-2024



LOWC





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Attachment IV-c: Green Acres Elementary School

Community Support

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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*

Superintendent Letter of Request

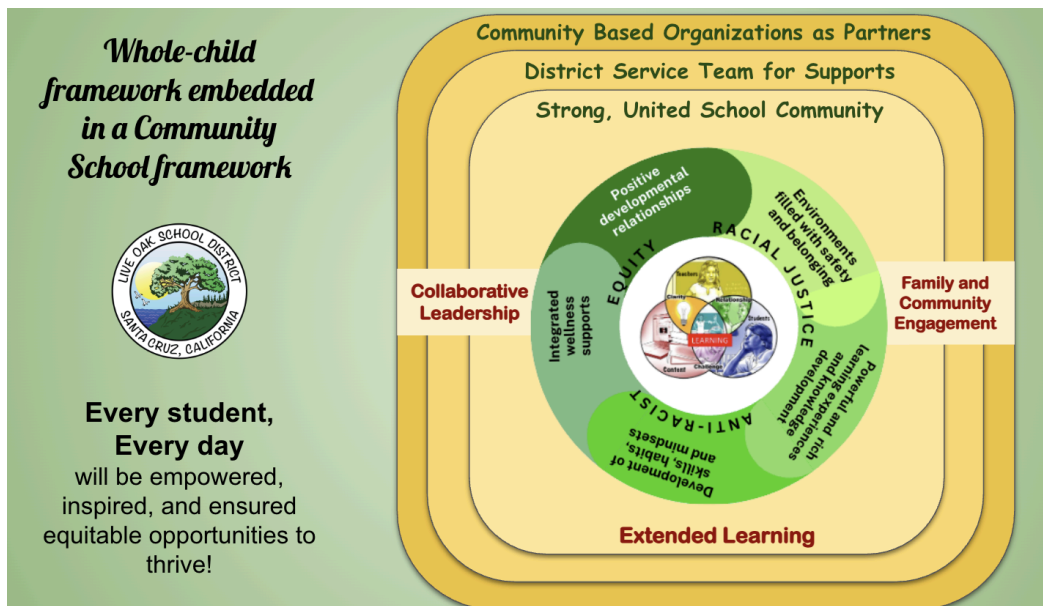
Dear Superintendent of School, Tony Thurmond;
California Department of Education;
California Community School Partnership Program;

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.





Live Oak School District

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Daisy Morales, Ed.D.
Superintendent

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

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*Daisy Morales, Ed.D.
Superintendent*

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](#)



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*Daisy Morales, Ed.D.
Superintendent*

First District Supervisor, Manu Koenig



County of Santa Cruz

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701 OCEAN STREET, SUITE 500, SANTA CRUZ, CA 95060-4069
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FELIPE HERNANDEZ
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

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

Santa Cruz County Office of Education



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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

Dr. Michael Paynter
Executive Director, Student Support Services
mpavnter@santacruzcoe.org



Live Oak School District

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Daisy Morales, Ed.D.
Superintendent

Santa Cruz Central Fire



Central Fire District of Santa Cruz County

930 17th Avenue ♦ Santa Cruz, CA 95062 ♦ (831) 479-6842 ♦ www.centralfiresc.org

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

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

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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Vacant

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:



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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



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*Daisy Morales, Ed.D.
Superintendent*

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 • SHealthcenters.org

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



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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



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Daisy Morales, Ed.D.
Superintendent

O'Neill Sea Odyssey



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

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

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

Second Harvest Food Bank Santa Cruz County



Live Oak School District

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Daisy Morales, Ed.D.
Superintendent

First Five of Santa Cruz



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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

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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

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Lis DuBois

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

In community,

Theresa M. Cariño

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



Live Oak School District

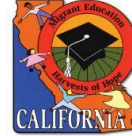
Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative environment.

Daisy Morales, Ed.D.
Superintendent

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.

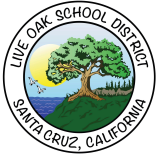
The proposed financial support holds the potential to facilitate the implementation of comprehensive wrap-around services. These services would cater not only to the educational needs of the students but also extend to addressing behavioral and social-emotional aspects. By providing such support, Live 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

