

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

Please complete the following:

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

LEA's County-District-School Code: 44697650000000

Primary Contact:

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

Secondary Contact:

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

Fiscal Contact:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statement of agreement

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

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

LEA Name: Live Oak Elementary School District

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

School site 1 Name: Shoreline Middle School

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

School site 2 Name: Live Oak Elementary

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

School site 3 Name: Del Mar Elementary

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

School site 4 Name: Green Acres Elementary

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

School site 5 Name: Ocean Alternative

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

FORM B: LOSD PROJECT ABSTRACT

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

Vision and Community School Alignment

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

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

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

Demonstrated Need at LOSD

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

Form A detailed the demographic needs of each school.

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

Community School Programs and Services

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

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

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

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

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

Community School Pillars

Integrated student supports

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

Extended learning time and opportunities

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

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

Family and Community Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Collaborative leadership and Practices for Educators and Administrators

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

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

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

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

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

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

Reflection and assessment for continuous improvement

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

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

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

Four cornerstones commitments

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

CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

November 2023

PURPOSE

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

DOCUMENT INSTRUCTIONS

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

1) LEA Information; and 2) School Information.

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

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

DOCUMENT SUBMISSION

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

CCSPP@cde.ca.gov

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

[illegible]

School Information

[illegible]

CCSPP Attachment II: Budget Worksheet - Instructions

California Department of Education - November 2023

PURPOSE

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

DOCUMENT INSTRUCTIONS

The Budget Worksheet requires completion of the following worksheet tabs:

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

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

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

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

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

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

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

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

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

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

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


DOCUMENT SUBMISSION

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

CCSPP@cde.ca.gov

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

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

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

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

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

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

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

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

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

Program: CCSPSP Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Live Oak Elementary School District
LEA CDS Code: 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	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 Silcon Valley Math Initiative workshops \$4,750 == 5 release days x 5 teachers @ \$190 <u>Matching Funds:</u> Principal 50% of salary \$71,000 PBIS Lead stipend \$1,000 RTI Teacher \$75,400	191,780.00			191,780.00	147,400.00		147,400.00
1000	DEL MAR ELEMENTARY CS Teacher Coordinator: Will assist to coordinate after/before school activities and clubs. Teacher's additional stipend would be contracted for the course of the year (see items in 5000). Stipend of \$5,000 CS Student Morning Clubs: (2) Rotating staff offering high interest, student driven before school clubs that will help with student tardiness as well as chronic absenteeism. \$26,250 = (\$75/hour x 5 days per week, for 35 weeks) Staff Professional Development Release Time: To engage staff in the planning and development of strategies, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 4 days = \$13,680 CS Student Leadership Coordinator: To create, organize, and support the Del Mar Student Leadership team. Stipend position at \$2,000 CS Staff Leadership Release Time \$3,800 = release \$190/day x 4 teachers x 5 days Substitute Coverage for PL Restorative Practices: Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840	57,570.00			57,570.00			0.00
1000	GREEN ACRES Mental Health Clinician: 5 FTE \$65,000 salary This additional mental health clinician will supplement the current Mental Health Clinician to support our high need of mental health services and social emotional development lessons for students. Services will include monthly parent workshops and meetings related to mental health topics to support families of our school community. Partner with our existing Mental Health clinician to fill the large gap of students in need of mental health support. Teacher Coordinator: To coordinate afterschool activities contracted for the course of the year (see items in 5000). Stipend of \$5000 Professional Development Cultural Proficiency: To engage staff in dialogue, examination and planning culturally proficient practices embedded in curriculum and address the academic achievement gap. Teacher release time @ \$190/day x 16 teachers x 2 days = \$6,840. <u>Match Funds:</u> Mental health clinician - \$65,000	76,840.00			76,840.00	65,000.00		65,000.00
1000	LIVE OAK Development of a shared vision: Teacher release time @ \$190/day x 16 teachers x 4 days = \$12,160. PBIS team release @ \$190/day x 4 teachers x 3 days = \$2,040. Additional sub costs = \$12,160 TOSA to coordinate all professional development, community schools shared vision, community partner outreach, 21st Century Skills frameworks, social and emotional and physical wellness processes and policies, MTSS and PBIS alignment, etc. = \$105,000 <u>Matching Funds</u> TOSA \$105,000	131,360.00			131,360.00	105,000.00		105,000.00
1000	OCEAN ALTERNATIVE Community Schools Site Lead - Certificated (0.25 FTE) - \$32,000 Lead will set up teaching and learning practices around community-based and project-based learning) Teacher release time @ \$200/day x 4 teachers x 2 days = \$1600 (Teachers will meet with the Mental Health Clinician over the course of the year to be trained in trauma informed pedagogy and restorative practices) PBIS Lead stipend @ \$40/hr x 50 hrs/year = \$2000 (PBIS lead will vet existing and develop curriculum to address student needs regarding inclusivity, antibullying, celebrating diversity, and restorative practices) <u>Matching Funds</u> PBIS Lead Stipend \$1000	35,600.00			35,600.00	1,000.00		1,000.00
2000	GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy. LIVE OAK Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000. OCEAN Mental Health Clinician (0.30 FTE). \$39,000 - Provides integrated systems support at the school and for families & staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 - Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status. ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSCs, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans. <u>Matching funds:</u> Parent and Community Engagement Director: \$108,000	144,500.00	108,000.00		252,500.00	108,000.00		108,000.00

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

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

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

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

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

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

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

2000	<p>GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy.</p> <p>LIVE OAK Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.</p> <p>OCEAN Mental Health Clinician (0.30 FTE). \$39,000 - Provides integrated systems support at the school and for families & staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 - Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status.</p> <p>ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSCs, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans.</p> <p>Matching funds: Parent and Community Engagement Director: \$108,000</p>	144,500.00	108,000.00	252,500.00	108,000.00	108,000.00
3000	<p>Live Oak TOSA benefits: \$15,000</p> <p>ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools)</p> <p>Matching funds: Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000 Mental health clinician benefits at Green Acres: \$7,500</p>	15,000.00	15,000.00	30,000.00	45,000.00	45,000.00
4000	<p>SHORELINE MIDDLE SCHOOL Equipment and supplies for School Connection Activities \$5,000 - STEAM night materials - \$500 = \$5,500</p> <p>DEL MAR Calm Corner Materials for a total of 18 classrooms, including our enrichment classes and future sensory room \$20,000 Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$6,000</p> <p>GREEN ACRES Books/Materials - Math and Science = \$5000. Outdoor Recess/P.E. Equipment = \$5000 Materials/Books/Supplies = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students.</p> <p>LIVE OAK Professional Learning books and supplies that align to our commitment to restorative practices and trauma-informed care = \$5,000</p> <p>OCEAN ALTERNATIVE Library Resources Available to Families & 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) STEAM/STEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000)</p>	35,000.00		35,000.00		0.00
5000	<p>LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning culturally proficient practices and trauma informed care trainings = \$20,000</p> <p>Travel and Conference expenses = \$20,000</p> <p>Parent Engagement and/Education workshops that include community schools collaborative structures, expanded mental and physical health supports, communication processes and policies, etc. = \$5,000</p>	45,000.00		45,000.00		0.00

5000	<p>OCEAN ALTERNATIVE Parent Education in Positive Discipline & 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 4 - Budget (July 1, 2027 - June 30, 2028)

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

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

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

2000	<p>GREEN ACRES Afterschool Tutors 2hrs x 5 days a week @ \$25 an hour 150 days = \$37,500 (2x) = \$75,000 TOTAL Support students referred by teachers for targeted need and included plan for math and literacy.</p> <p>LIVE OAK Development of a shared vision: Classified release time @ \$ 100/day x 15 staff x 4 days = \$6000.</p> <p>OCEAN Mental Health Clinician (0.30 FTE) - \$39,000 - Provides integrated systems support at the school and for families & staff. The clinician will provide training for families and staff. They will available be on-site at least one day per week for small groups and counseling for students. Response To Intervention Instructional Aide (0.63 FTE) \$24,500 - Provides academic support to students needing intervention in math and literacy. The aide will also support marginalized students that are still distance learning due to low socioeconomic status.</p> <p>ALL SCHOOLS Community Schools Coordinator: \$108,000 salary x 20% (for each of the five schools) = \$21,600 The Director will be shared by all 5 Live Oak community school programs, including with monthly professional development and check in meetings for CSC's, coordinating partners like Care Solace, and supporting asset and needs assessment activities and annual updates to implementation plans.</p> <p>Matching funds: Parent and Community Engagement Director: \$108,000</p>	144,500.00	108,000.00	252,500.00	108,000.00	108,000.00
3000	<p>Live Oak TOSA benefits: \$15,000</p> <p>ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools)</p> <p>Matching funds: Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000 Mental health clinician benefits at Green Acres: \$7,500</p>	15,000.00	15,000.00	30,000.00	45,000.00	45,000.00
4000	<p>SHORELINE MIDDLE SCHOOL Equipment and supplies for School Connection Activities \$5,000 - STEAM night materials - \$500 = \$5,500</p> <p>DEL MAR Calm Corner Materials for a total of 18 classrooms, including our enrichment classes and future sensory room \$20,000 Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$6,000</p> <p>GREEN ACRES Books/Materials - Math and Science = \$5000. Outdoor Recess/PE Equipment = \$5000 Materials/Books/Supplies: = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students.</p> <p>LIVE OAK Professional Learning books and supplies that align to our commitment to restorative practices and trauma-informed care = \$5,000</p> <p>OCEAN ALTERNATIVE Library Resources Available to Families & 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 prgrams that works with classrooms: Dance class 3rd Grade (\$2,000), Theatre/Drama Club (\$8,000) STEAM/STEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000)</p>	35,000.00		35,000.00		0.00
5000	<p>LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning culturally proficient practices and trauma informed care trainings = \$20,000</p> <p>Travel and Conference expenses = \$20,000</p> <p>Parent Engagement and/Education workshops that include community schools collaborative structures, expanded mental and physical health supports, communication processes and policies, etc. = \$5,000</p>	45,000.00		45,000.00		0.00

5000	<p>OCEAN ALTERNATIVE</p> <p>Parent Education in Positive Discipline & Trauma Informed Practices (childcare, and food for families - 4 evenings) \$800</p> <p>Positive discipline training will equip parents who are home educators with strategies and tools to motivate their children to become lifelong learners.</p> <p>Parent & Community Engagement Activities - STEAM night (\$800), Art Night (\$800), Science Fair (\$150), Talent Show (\$150) = \$1900</p> <p>There will be a variety of STEAM community events for enrichment and community building. The costs include materials, food for the families, and vendor fees.</p> <p>Professional Development for Teachers: Mental Health, Trauma Informed Practices (1 conference registration x 4 -\$2000, travel, lodging & meals (\$2000) = \$4000</p> <p>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 5 - Budget (July 1, 2028 - June 30, 2029)

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

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

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

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

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

3000	Live Oak TOSA benefits: \$15,000 ALL SCHOOLS Community Schools Coordinator: \$15,000 benefits for Community School Coordinator (\$3,000 x 5 schools) <u>Matching funds:</u> Parent and Community Engagement Director benefits: \$15,000 50% Assistant Principal benefits at Shoreline: \$7,500 TOSA benefits at Live Oak: \$15,000		15,000.00		15,000.00	37,500.00	37,500.00
4000	SHORELINE MIDDLE SCHOOL STEAM night materials - \$500 DEL MAR Student Leadership Materials = \$2,000 Recess Equipment to include developmentally appropriate equipment = \$5,500 Materials for Cultural Food Lab = \$5,000 Materials for School Wide Cultural Celebrations = \$4,000 Materials/Books/Supplies: For Professional Development and Parent Workshops related to SEL of students and families. = \$6,000 GREEN ACRES Outdoor Recess/P.E. Equipment = \$5000 Materials/Books/Supplies = \$6000 For Professional Development and Parent Workshops related to SEL of students and families, academic development in math, literacy, ELD, science, or social studies that addresses cultural proficiency within each subject and collectively serves to advance best practices and deeper understanding for all stakeholders in support of Green Acres Students. OCEAN ALTERNATIVE Library Resources Available to Families & Students (racially just curriculum, culturally relevant material, digital licenses for 21st century learning) \$250 Math & Literacy Intervention support materials. (includes manipulatives, curriculum, materials for hands on learning to support the RTI program) \$500. PBIS curriculum & resources - \$150 New SEL curriculum and materials addressing mental health topics (trauma, neurodiversity, gender affirmation, anxiety), promoting inclusivity and celebrating diversity	34,900.00			34,900.00		0.00
5000	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	11,374.00			11,374.00		0.00
5000	DEL MAR Upkeep of training for new staff with Restorative Practices, SEL, Cultural Proficiency \$2,000 Enrichment Activities: Cultural Dance - \$2,000 Creative Writing with a focus on student identity - \$2,000 Expansion of Food Lab (student cooking) with a focus on cultural meals - \$5,000 Parent Institutes \$10,000 Santa Cruz Community Health 36 weeks of family supports \$20,000	43,000.00			43,000.00		0.00
5000	GREEN ACRES Afterschool Enrichment Activities: Offered to all students regardless of their affiliation with the current afterschool program. This includes prgrams that works with classrooms. Dance class 3rd Grade (\$2,000), Theatre/Drama Club (\$8,000) STEAM/STEM (\$10,000) Cooking Club (\$5,000) Sports Clubs (\$15,000) were common requests from students and families. = Total \$45,000	35,000.00			35,000.00		0.00
5000	LIVE OAK Professional Development Contracts - Topics includes SEL, MTSS, PBIS, restorative justice, planning cuturally proficient practices and trauma informed care trainings = \$15,000	15,000.00			15,000.00		0.00
5000	OCEAN ALTERNATIVE Parent Education in Positive Discipline & Trauma Informed Pedagogy (childcare, and food - 4 evenings) \$800 Positive discipline training will equip parents who are home educators with strategies and tools to motivate their children to become lifelong learners. Professional Development for Teachers: Mental Health, Trauma Informed Pedagogy (1 conference registration x 4 - \$1500, teacher time (4 staff x \$190/day x 2 days = \$1520) + travel, lodging & meals (\$2000) = \$5020 Matching funds: MTSS Conference (conference registration x 2 OA staff, travel & meal costs, teacher stipend - \$190/day x 2 days x 2 teachers) - \$3000	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
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

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

Shoreline Middle School
855 17th St
Santa Cruz, CA 95062
831-475-6565

Colleen Martin, Principal
cmartin@losd.ca

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Live Oak Elementary School District (LOSD)

Shoreline Middle School 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 involve 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.

Shoreline Middle School

Shoreline Middle School is poised to epitomize the essence of a community school, driven by our steadfast belief that with access to resources, unwavering support, and optimal learning conditions, every student can reach their fullest potential. Our commitment aligns seamlessly with the core principles of community schools, where the focus on supporting students at every level is a testament to the recognition of their uniqueness—each harboring distinct needs, strengths, and challenges.

Our overarching goal is to cultivate an environment that is not only inclusive but also nurturing, fostering academic, social, and emotional growth in every student. Nestled in the heart of an unincorporated area with limited resources, Shoreline Middle School is dedicated to overcoming challenges and creating opportunities that empower our students to thrive.

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 23.8%](#). 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.

At Shoreline, our vision is to cultivate life-long learners who contribute meaningfully to the global community as socially responsible, empathetic, inclusive, and well-educated members of society. We are dedicated to providing comprehensive academic, health, and social services, along with fostering community engagement for all students, families, and the broader community.

Our commitment to excellence is reflected in our approach, employing an assets-driven and strength-based methodology. For example, we engage our families in student-led conferences for every student where students present their progress, their goals and their plan to reach the growth

they set for themselves. We focus on the strength of our students and support them to have a growth mindset, knowing that progress is the most important aspect as we meet students where they are in their learning trajectory. **We continually monitor and enhance our programs, supports and structures** through weekly meetings with staff, regular check-ins with students through Advisory class and student leadership, and monthly meetings with parents (e.g. School Site Council, Community Schools Advisory Council Home and School Club, English Language Advisory Council).

We engage in shared leadership through the structures on campus, including student voice surveys, Advisory class feedback, department, grade level and committee meetings, and our staff leadership committee. We communicate with parents through our Parent Square platform which allows parents to give feedback and ask questions directly to administrators and teachers.

Building on continuously improving multi-tiered systems of support (MTSS), our school is dedicated to fostering a **racially just and restorative environment** through a multifaceted approach that includes Positive Behavior Intervention Systems (PBIS), advisory lessons, conflict resolution, and restorative practices. Conflict resolution allows students to address issues through dialogue and understanding, promoting accountability and growth. Restorative practices, seamlessly integrated with discipline, empower students to take responsibility for their actions. This involves collaborative efforts, such as creating posters and designing actionable plans to prevent recurrent behaviors. The implementation of PBIS further reinforces positive behaviors through a school-wide framework, establishing clear expectations for conduct. Additionally, our advisory lessons play a crucial role in teaching group practices that emphasize unity and understanding. To ensure a smooth transition for every student, we initiate a first-day orientation, acclimating them to the structure and expectations of our school. Through these comprehensive practices, our school strives to create a community that prioritizes equity, accountability, and a sense of belonging for all students.

Implementing MTSS as a trauma-informed, continuous improvement framework, we focus on data-driven problem-solving to offer students access to academic, health, mental health, and social services. Our MTSS system emphasizes individualized, integrated student supports. We offer tiered supports to cater to the needs of all of our students, such as: whole school lessons through Advisory class, school-wide implementation of PBIS, group counseling, social skills clubs, peer conflict resolution, and individual counseling. At Shoreline all staff are engaged in the CA MTSS Pathway Certification for Schools, ensuring a solid foundation in the what, why, and how of MTSS.

Our social-emotional learning (SEL) initiatives are robust, utilizing data from SEL surveys to provide targeted support to individual students. SEL lessons are taught, weekly, in Physical Education classes allowing students to learn the same themes across grade levels at the same time. 2nd Step themes include: mindsets and goals, recognizing bullying and harassment, thoughts, emotions & decisions, managing relationships and social conflict.

Our school takes immense pride in fostering strong classroom-community connections through a variety of engaging initiatives. Career Day is a standout event, inviting local professionals from high-need career pathways to share insights with our students, providing valuable exposure to diverse vocations. In our Physical Education class, students participate in a swim unit at the local pool, learning essential life skills. We also teach a bicycle unit in PE with support from community

volunteers and the local bike shop, promoting physical activity but also building a connection with our community. Our commitment extends to outdoor education, exemplified by the "Teach at the Beach" field trip, emphasizing hands-on learning in a natural setting. "Save Our Shores" after-school field trips teach students to be ocean stewards, reinforcing our dedication to environmental awareness. Through the "Thrive Outside" initiative, we collaborate with the community to create safe and engaging spaces at the local park on restructured days. Additionally, our Cradle to Career staff plays a pivotal role in supporting student learning and engagement. Looking ahead, we aspire to deepen these connections by providing professional development opportunities that promote more Problem-Based Learning (PBL) interaction in our classrooms, fostering a dynamic and interactive learning environment.

Shoreline Middle School is in the heart of the Live Oak community. Our school aims to become a community hub by increasing student and family engagement through relationship and community building. Personal connections with each student and their family form the foundation for authentic relationships, key to successful teaching and learning.

Professional development on culturally and linguistically relevant teaching ensures that Shoreline provides powerful, culturally proficient, and relevant instruction. The school's Community Schools Advisory Council (CSAC) oversees the school's programs and activities. The CSAC actively engages diverse interest-holders and grows to become a shared decision-making body, promoting collaborative leadership and involving the broader community in the school's initiatives.

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

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

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

We actively sought input from our parents, staff, and students to enhance our comprehension of the strengths and areas for growth as identified by our community. The robust response rates of 75.7% from parents, 90.4% from staff, and 78.4% from students provide confidence that the collected data is a representative reflection of our diverse population. While acknowledging that not every individual was reached, a thorough analysis of the feedback revealed prevalent themes that serve as valuable insights for our strategic planning and development initiatives.

Through an in-depth analysis of parent data, three key themes have surfaced, shedding light on the strengths of Shoreline Middle School. Parents appreciate the dedication and effectiveness of our teachers, the vibrant array of clubs and sports offerings, and the overall sense of community, safety, and belonging fostered by the school. These insights underscore the integral role these aspects play in shaping a positive and enriching educational experience for our students, and they guide our strategic focus on sustaining and enhancing these key areas. We aim to reach even more students and families, and create a draw for families to enroll in our school because of its rich and diverse offerings and supports.

At Shoreline, the principle of "All means all" guides our commitment to inclusivity and equity. Recognizing that a substantial portion of our student body, comprising 63%, is considered low income, we proactively design programs to eliminate barriers. In our pursuit of fostering an environment where every student can thrive, we address basic needs by providing free school supplies on a daily basis, issuing school-owned Chromebooks for at-home learning, and offering complimentary breakfast and lunch to all students. In collaboration with the local metro bus system, we ensure free transportation for all students in our county. Importantly, in organizing events and activities, we prioritize the needs of our most vulnerable families, striving to guarantee that all students, regardless of economic circumstances, have equal access to every opportunity our school offers. This commitment aligns with our overarching goal of creating an inclusive and supportive educational environment for all.

While our efforts to level the playing field have yielded success for the majority of our students and families, we acknowledge that these initiatives primarily unfold during the school day. Families continue to express the need for services and support outside of the school day, such as access to food to feed their own family after school hours. Following the lead of our district's elementary schools, we will work to connect families to our current partners, Live Oak farmer's market and the Second Harvest Food Bank. Joining this partnership would broaden opportunities for Shoreline families to access food through voucher exchanges, ensuring that vital resources are available to families on our school campus.

To tackle the needs of our families, Shoreline Middle School engaged in a thorough community school planning process, incorporating asset mapping, a needs assessment, and a gap analysis. The process heavily involved the school community, including students, families, staff, partners, and community. The leadership team utilized a tiered approach to collect data from all educational partners, ensuring they are informed about the community school framework, model, and asset and needs data findings to inform ongoing improvements in the implementation plan. Assessment activities, including focus groups, narrative surveys, which occurred throughout the planning year. The Community School Coordinator (CSC) facilitated discussions with the school leadership team, enabling a collaborative assessment of areas under development for a community school. This

collaborative effort allowed the team to establish baseline metrics for the key priorities.

Key priorities identified through the assessment activities include:

- Culture: Maintaining and Improving the Social Emotional Supports for our Students
- Content: Continuously Enhance Academic Performance
- Connection: Bridge the Middle School Experience from the 5th grade transition to student readiness for college and career (developmentally, academically, behaviorally)

Assessment activities not only identified needs and gaps in services but also uncovered school and community assets and resources that can be integrated into the community school framework. Following the completion of all assessment activities, data findings will be shared with students, parents, teachers, partners, and staff for continuous feedback and guidance in shaping the implementation plan. Priority topics derived from assets and needs assessment activities include:

Culture: Maintaining and Improving the Social Emotional Supports for our Students through connectedness (clubs, intramural activities and games, after-school sports)

- education (2nd Step lesson, Advisory classes)
- classroom-based lessons focused on social-emotional learning
- counseling (individual and group)
- mental health support
- restorative justice practices

Content: Continuously Enhance Academic Performance

- equitable grading practices
- measuring progress toward grade level standards
- culturally responsive teaching practices
- development of work habits

Connection: Bridge the Middle School Experience from the 5th grade transition to student readiness for college and career (developmentally, academically, behaviorally)

- navigational support for students and families
- Advisory classes
- parent meetings to help in the transitional years (5th-6th, 8th-9th)
- student goal setting
- student led conferences
- family events focused on helping parents meet other families
- connect families to outside agencies for needed support (e.g. food, health care, scholarships)

We are incredibly fortunate to have cultivated a rich network of local community partners who play a vital role in contributing to the holistic education of every student. These partnerships extend beyond the traditional classroom setting, reflecting a commitment to nurturing the well-being of the whole child. Our collaboration with these organizations spans various areas, from providing essential services such as free dental cleanings and transportation to supporting physical fitness and environmental stewardship. The diversity of our community partners reflects a shared dedication to creating a comprehensive and supportive educational experience that goes beyond academic

learning.

- LOSD and Farmers Market: Collaborating to promote healthy eating habits and a connection to local agriculture.
- Santa Cruz Metro Bus - Free Rides for Students: Ensuring accessible transportation options for our students.
- Santa Cruz Community Health: Providing valuable health resources and support to students.
- Dientes - Free Dental Cleanings: Offering essential dental care services to promote overall well-being.
- Cradle to Career: Supporting students throughout their educational journey, from early childhood to career readiness.
- Santa Cruz County Parks: Enhancing outdoor education and recreational opportunities for students.
- Santa Cruz Cycle Sport: Fostering a love for physical activity and cycling in our community.
- Save Our Shores: Engaging students in environmental awareness and ocean stewardship.
- Boys and Girls Club: Providing a safe and enriching space for extracurricular activities and personal development.
- Salud y Carino: Contributing to the health and well-being of our female students.
- FLOW: Empowering youth and creating belonging through engaging activities
- United Way: Collaborating on initiatives to address community needs and enhance educational outcomes.

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 Supports (online questionnaire 6)*; *Family and Community Engagement*; *Collaborative Leadership and Practices for Educators and Administrators*, and; *Extended Learning Time and Opportunities*.

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

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

Key priorities identified through the assessment activities include:

- Culture: Maintaining and Improving the Social Emotional Supports for our Students
- Content: Continuously Enhance Academic Performance
- Connection: Bridge the Middle School Experience from the 5th grade transition to student

readiness for college and career (developmentally, academically, behaviorally)

Communication of assessment activity findings occurs through verbal and written channels, including the school-wide communication platform Parent Square, social media, and school newsletters. Collaboration with the school's leadership team ensures the findings are linked to learning and communicated effectively to families through traditional school events. Community-wide engagement opportunities, including public forums and existing partnerships with community-based organizations, facilitate engagement with families beyond the traditional school setting. This commitment to transparency and engagement is underscored by annual reporting and public presentations at Board meetings, aligning with online questionnaire 5. Opportunities like home visits, community town halls, and engagement with elected officials further strengthen the communication and support network for the community school strategies informed by data analysis.

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

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

Draft Collective Priority

Outcome/Indicators you aim to improve

Culture: Maintaining and Improving the Social Emotional Supports for our Students	<ul style="list-style-type: none"> ● Increase the number of school clubs and after-school activities. ● Expand opportunities for students to participate in after-school sports. ● Provide professional development for restorative practices and ongoing support for PBIS ● Continued trauma informed professional development
Content: Continuously Enhance Academic Performance	<ul style="list-style-type: none"> ● Increase field trips and other hands on experiential learning opportunities ● Provide small group instruction in math and reading
Connection: Bridge the Middle School Experience (developmentally, academically, behaviorally)	<ul style="list-style-type: none"> ● Multiple modes of family communication and involvement ● Caregiver Education ● Consistent child care during school events

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
Increase student participation in contributing to student voice	<ul style="list-style-type: none"> • Create a Student Advisory/Student Leadership Club • Develop student leaders through CADA membership (CA Directors of Activities) and send a student group to CASL (CA Student Leadership) conference
Increase parent participation at School Site Council (SSC)/Community School Advisory Council (CSAC) meetings	<ul style="list-style-type: none"> • Create a system for family outreach prior to meetings, ensuring families are contacted and personally invited to attend. • Establish an annual schedule of meetings that include flexible start times (in the morning, afternoon, and evening). • Provide childcare and food. • Publicize all meeting dates and times and invite the public to attend • Publish meeting agenda 48 hrs. in advance • Publish notes from the meeting • Provide translation at all meetings

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

Live Oak Elementary School District

Below is our district model, used by all schools. The model flows from the inside out and it starts 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

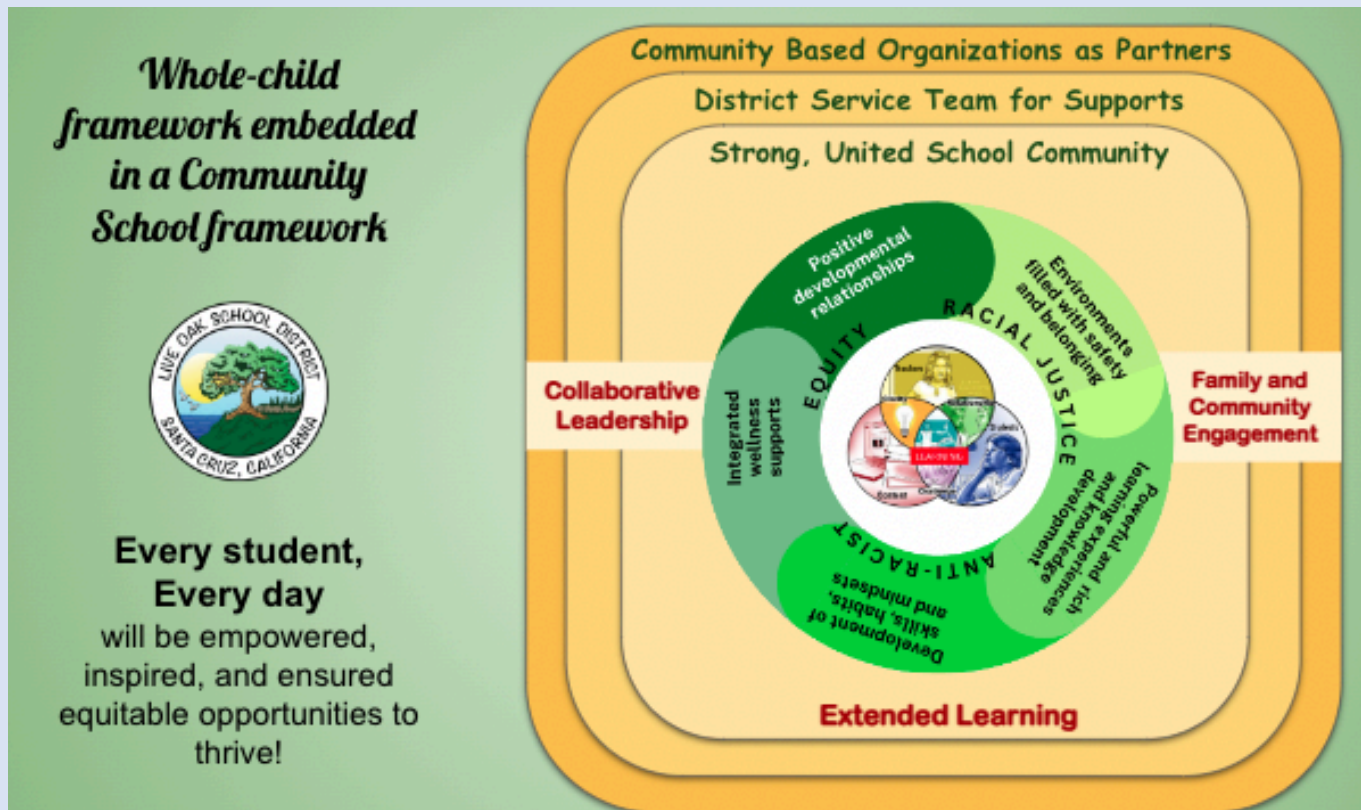
Schools (www.k12.designprinciples.org). Each school is providing 1) positive developmental relationships, 2) environments filled with safety and belonging, 3) rich learning experiences and knowledge development, 4) development of skills, habits, and mindsets, and 5) integrated support systems.

The inside square represents our school, as a strong, united school community. There we have collaborative structures that include parents, caregivers, staff, administrators, students and community partners. We have started a robust Family and Community Engagement team with a family liaison at each school. We are also offering extended learning opportunities at our school to support our families, we are offering 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, does work 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 (CBO) 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.

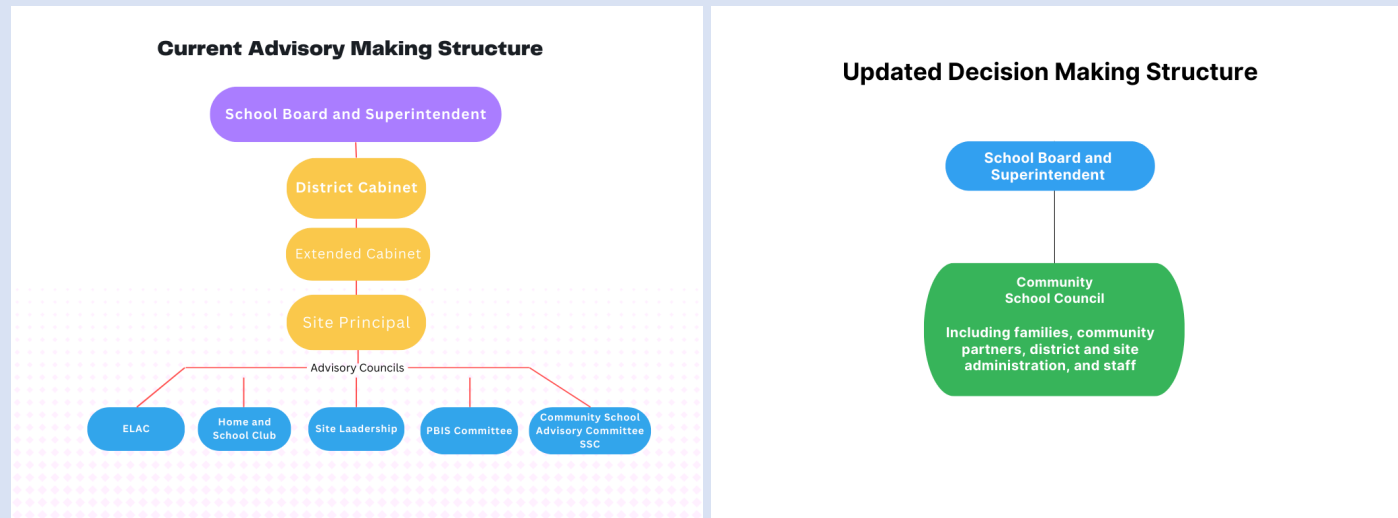
Everyone working together within this frame, allows us to achieve our moral imperative of “Every student, every day will be empowered, inspired, and ensured equitable opportunities to thrive.”



The LEA has a District Community School Advisory Council (D-CSAC) that has advisory power. The

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

Shoreline Middle School



Transitioning Shoreline from an advisory body to a decision-making entity involves strategic measures aimed at fostering collaboration and inclusivity among stakeholders. One key step is the clear delineation of roles and responsibilities for administrators, teachers, parents, and students. Establishing collaborative structures, such as committees and working groups, enhances dialogue and shared decision-making. Exploring shared governance models and creating transparent communication channels further enrich the decision-making process. Student involvement is paramount, and initiatives like student councils empower them to contribute meaningfully to decisions that impact their educational experience. Continuous evaluation, adjustments, and the cultivation of a collaborative culture are essential elements of this transformation. By incorporating decision-making protocols and seeking external support when needed, the school can successfully shift towards a more participatory and inclusive decision-making model.

Strategy 4: Coherence: Policy and Initiative Alignment

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

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

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

See brief overview of the LCAP goals below:

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

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

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

GOAL #2: Academic Achievement & 21st Century Learning

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

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

GOAL #3: Physical & Social-emotional Wellness

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

- Whole-Child Principle #1 - Positive developmental relationships
 - PBIS systems to support safe learning environments
 - Small classrooms and additional supporting adults on campuses
- Whole-Child Principle #5 - Integrated Wellness supports
 - RTI teachers
 - RTI aides
 - Mental health clinicians
 - School counselor at Shoreline Middle School

Site Level Goals and Measures of Progress

Goals	Action Steps
Incorporate and align existing LEA/school-wide strategic or improvement plans into one cohesive site-based community schools strategic plan.	<p>The District Community School Coordinator will align</p> <ul style="list-style-type: none"> ● School and organizational (LEA) policies ● Current school-level initiatives ● Committee structures and policies ● School wide strategic plans
Enhance awareness and comprehension of the Community School Framework and its alignment with the schools SPSA and LCAP.	<p>The Community School Coordinator will promote the CA Community School Framework and the Community School Implementation Plan through the following actions:</p> <ul style="list-style-type: none"> ● Conduct sessions to introduce and discuss the CA Framework and Implementation Plan with the CSAC committee (students, staff, caregivers, and community members.) ● Distribute informational flyers and digital communications that highlight the composition and responsibilities of the CSAC and provide information about the CA Framework and Community School Implementation Plan. ● Create and oversee shared outcomes as part of the implementation process and ongoing adjustments to the CS plan.

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
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.	<ul style="list-style-type: none"> • Attend local job fairs • Offer hiring incentives for bilingual staff • Establish partnerships with local colleges to recruit bilingual teachers and staff
Provide direct services to students to increase engagement, build leadership, develop skills and create connections to the school community.	<ul style="list-style-type: none"> • Hire a diverse staff to offer a variety of student clubs, based on student interest • Support math instruction with targeted small group interventions and classroom learning • Implement a Student Leadership program, lead by Student Activities Director

Key Staff/Personnel

Principal	The Principal serves as the custodian of essential components that enhance student outcomes. Engaged in decision-making across organizational, school site, and community levels, the Principal supports budget planning, aligns strategic partnerships, oversees program implementation, and ensures compliance.
Assistant Principal	The Assistant Principal actively involves students through the administration of student voice surveys and organized meetings. Their efforts aim to cultivate a sense of community among students, fostering a supportive environment for social-emotional learning (SEL) and ensuring campus safety. Additionally, the Assistant Principal promotes family engagement by maintaining regular communication and organizing events to strengthen the connection between the school and families.
Community School Coordinator - district level (as this would make it sustainable)	The Community School Coordinator oversees the comprehensive implementation of community school processes, programs, partnerships, and strategies at the district and school site. They take a leadership role in conducting the annual Assets & Needs Assessment process, coordinating and aligning partnerships to address the needs of students, staff, families, and the community. Additionally, they play an integral role within the school's leadership team.
Family Liaison	The Family Liaison collaborates with parents and families to

	enhance their engagement in student learning. They bring organization and coherence to the school's initiatives to increase parent involvement while moving towards parent engagement, addressing the needs and concerns of parents and families. The FACE team establishes continuous mechanisms for parents and caregivers to actively contribute in significant roles at school, home and in their community.
The CORE Team - school secretary and attendance clerk	In the crucial role of frontline staff, the CORE members are typically the first to identify when a child or family requires additional assistance. Additionally, they play a role in supporting purchasing and collecting documents to establish MOU with partners.
Mental Health Clinician	The mental health clinician plays a vital role in providing integrated systems support at the school. They are also part of the support to families and staff.
FACE Director	Our FACE Director serves the entire district to facilitate and coordinate services to families within the schools and out in the community. Working with our Family Liaisons, they can bring in the community and provide deeper integrated services.
<i>School-Connection Coordinator</i>	<i>This new position would connect families with resources not only within the school site but also within the broader community.</i>
<i>Response to Intervention Teacher</i>	<i>This new position of a "teacher on special assignment". Training and resources will be needed to set up teaching and learning practices around community-based and project-based learning. An additional liaison is needed to help bring in the new resources from our community partners. They would be available to work and collaborate with our current family liaison to bring in additional resources and training into the community and provide deeper, better integrated services.</i>

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 Foundations as a growing fundraising initiative, raises approximately \$10,000-\$15,000 annually, fostering unity within the Live Oak community. In the last two years, the district has secured two other large grants to continue with the Community School Initiative: the

MTSS grant and the Anti-bias grant. As is the vision of the state, we are using all these grants to set the systems and foundation for all of schools to have a strong Community School foundation.

Leveraging insights from the Community Engagement Initiative (CEI), part of the statewide system of support, Live Oak aims to strengthen and expand its development efforts continually. The commitment extends to hosting various fundraising events across schools to fortify and support the growth of community school initiatives organization-wide.

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

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

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

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

Strategy 6: Strategic Community Partnerships

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

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

community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Create and oversee a thorough mapping system and database of community partners	<ul style="list-style-type: none"> • Evaluate our NAAs in order to identify needs which can be supported by community partners • Identify specific community partners for: <ul style="list-style-type: none"> ○ Culture: Student Connectedness & SEL ○ Content: Academic Performance ○ Connection: Supporting caregivers as their student experiences middle school • Create and maintain a log of all community partners, and display these relationships through visuals throughout the school and greater community
Co create Caregiver Classes with community partners	<ul style="list-style-type: none"> • Sponsor Parent Institute for Quality Education (PIQE) to introduce families to the importance of SEL and its impact on academic success • Provide childcare, food and translation services • Curate and deliver additional class offerings based on community input and identified need

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 stewarded 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 access to fresh fruits and vegetables 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.

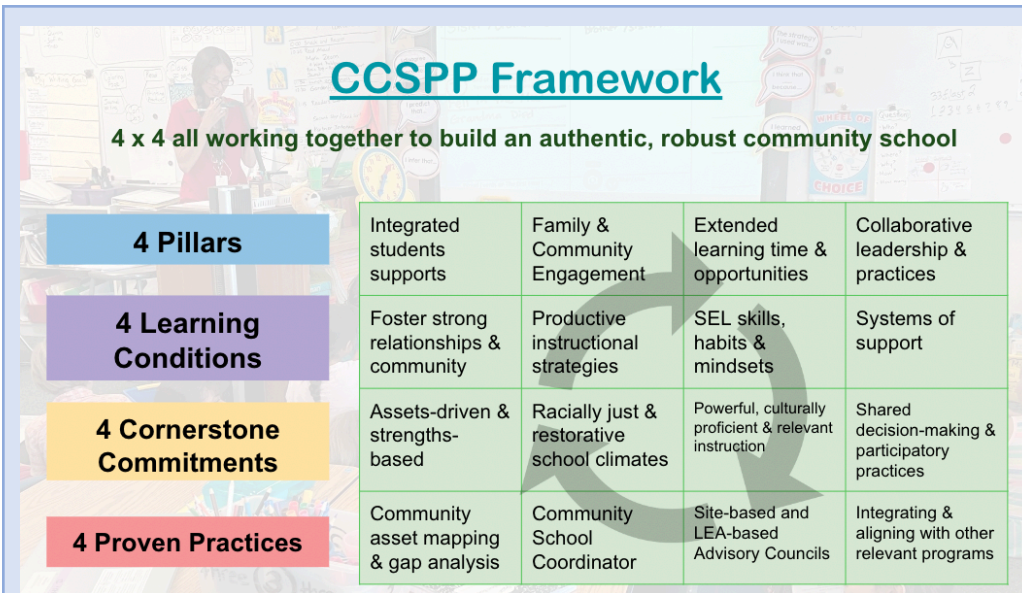
- Back to school BBQ - 270 attendees
- Caregiver University - 37 attendees
- December Thank you to caregivers - 150 reached at each comprehensive school and 36 at the alternative school
- Amor a la Lectura - 331 attendees
- Dia del Niño - 971 attendees
- Parent Square training at each individual school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



Shoreline Middle School

Acknowledging the importance of expanding our community partnerships, we are actively exploring collaboration with Santa Cruz County Parks and Quicksilver Swim. The aim is to provide swim instruction to our 8th-grade students as a dedicated unit within their Physical Education curriculum.

To strengthen our school community and enhance parent engagement, Shoreline plans to host more family engagement opportunities. Building on the success of the Theater Club production of The Wizard of Oz, attended by around 280 students, families, staff, and community members, a similar event is planned for spring.

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
Strengthen the leadership capacity within the school.	<ul style="list-style-type: none"> Establish a stipended mentorship program (in addition to an induction program) between site

	based veteran and new teachers in order to provide individualized support.
Persist in the commitment to robust investment in top-tier professional development.	<ul style="list-style-type: none"> • Develop a PL plan intended for all staff in linguistically and culturally relevant professional development. • Onboarding and supporting new teachers with curricular training and site practices. • Enhance teacher understanding of PBL through professional development and providing time to create lessons which connect school to the broader community • Increase collaboration time through release days to share and streamline best practices • Become a member and attend professional development facilitated by Silicon Valley Math Initiative (SVMI)
Incorporate Social-Emotional Learning (SEL) and restorative justice practices so they are available to all staff and communicated to a broader community.	<ul style="list-style-type: none"> • Highlight and make the current teaching of SEL curriculum (Second Step) shared with a broader community: teachers, caregivers • Provide planning release days for a team to examine behavior data and develop lessons school wide Tier 1 PBIS instruction • Provide explicit positive behavior instruction by students for students

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
Provide opportunities for real-life, experiential learning	<ul style="list-style-type: none"> • STEAM Night & Arts Night • Theatre Productions • Swimming Unit in 8th grade

	<ul style="list-style-type: none"> • Grade Level Field Trips • Curate a Maker's Market, where student entrepreneurs can participate in creating a product and selling it at a community festival
Actively participate in conferences, training, and webinar opportunities designed to bring the community together.	<ul style="list-style-type: none"> • Organize trips for teachers, staff, families and community members to attend conferences and locations, such as the Museum of Tolerance, which aims in bringing our community together.

Strategy 9: Progress Monitoring and Possibility Thinking

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

Describe how your site, with educational partners, will explore the **development of an evaluation plan** for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The site leadership committee will engage in progress monitoring, conducting Plan-Do-Study-Act (PDSA) cycles and sharing evolving insights via community dialogues and structured meetings.	<ul style="list-style-type: none"> • Analyze state and local data (e.g. CAASPP scores, iReady, academic and work habits grades) • Create a PDSA plan based on data analysis 	<ul style="list-style-type: none"> • Assessment of outcome data from PDSA • Bi-annual revisions to the implementation plan driven by the PDSA cycles of inquiry.
Continually solicit participant feedback on school initiatives	<ul style="list-style-type: none"> • Collect and analyze survey data; adjust program in response to participant need 	<ul style="list-style-type: none"> • Participation rate in school initiatives

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



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

Attachment IV-a: Shoreline Middle School

Community Asset Mapping and Needs/Gap Analysis

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Team map at Shoreline

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?
Admin	Principal & 1 Asst. Principal	As needed	Principal's office	Directing and leading the school	To maintain an efficient working system for ALL staff and students. Creating systems for sustained communication	Staffing for next year. Master Schedule.	Spreadsheet shared when staff is notified of status. Updates at each staff meeting.
Leadership Team	Asst. Principal + 4 teachers (ELA, Math, Science & Social Studies)	Monthly on 2nd Tuesday at 3pm	Room 211	Refine equitable grading practices, define site goals and practices, curate information to share with whole staff	To accurately report student progress towards grade level standards to students and parents/caregivers.	Aligning grading descriptors with other secondary schools in the county	Staff meetings, bulletins, at county-wide meetings
RTI Team	RTI ELA teacher + RTI Math teacher	Weekly on Wednesday am.	Room 209	Review RTI data (iReady) for Math & ELA and make groups for intervention	To measure student progress and the create interventions in reading math so that all students leave middle working at grade level	Creating the next round of intervention groups by looking at the December iReady data	RTI teams emails updates and recently shared progress during a professional development hour for the teachers.



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Grade Level Teams- Planning	3 teams: every teacher in each grade level	Every other month	Rooms 101, 102 & 103	Discuss student successes and challenges.	Teachers aim to learn about every student in the grade level and make sure they are involved in activities and making connections with their peers	Student Sparks - making sure that staff know something unique about every student	Spreadsheet shared with staff.
Collaboration PODS	Math (5), ELA/SS (5), Science (4) PE/Electives (6)	Weekly on Wednesday pm.	Classrooms (212, 211, 104, Art room	Align curriculum and create shared assessments	Ensure that every student has access to the same curriculum and standards even when taught by different teachers	Reviewing grade level standards for each content area and preparing students for the upcoming ELPAC and CAASPP assessments.	Shared Google Docs
SPED Team	Psychologist, Speech Therapist, Occupational Therapist, Adaptive PE teacher, 5 Ed Specialists	Monthly on a Wednesday pm	Room 208	Discuss upcoming student IEPs and concerns	To ensure that each student's IEP is appropriate and implemented with fidelity while problem solving complicated cases to support other practitioners.	Service tracking minutes and services for each student	Agenda from the SPED meeting.
Safety Team	Principal, Assistant Principal, Counselor, Custodian, Campus Supervisor, Administrative Secretary	Monthly after each safety drill	Principal's office	Review safety drill and discuss any current safety concerns	Keep staff safe and prevent accidents	Need to replace classroom windows	Shared at staff meeting

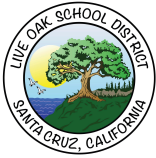


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School Site Council	Principal, 4 teachers	Monthly on 2nd Tuesday at 3pm	Library	Develop an annual School Improvement Plan and discuss needs of the school	Recruit 5 parents to serve on SSC	Creating a Needs and Assets Assessment for the Community Schools Initiative	Shared at staff meeting
Home & School Club	President, Vice President, Treasurer, Secretary, Teacher, Principal	Monthly on 2nd Tuesday at 5:30pm	Library	Organize school events, fundraisers, recruits parent volunteers	Plan programs and events that strengthen family-school partnerships and discuss ways to increase parent and community involvement	Planning the next school-wide fundraiser and helping to plan Open House.	Shared at staff meeting
PBiS- Positive Behavior intervention Support System	PBIS Coordinator (counselor) + 4 teachers	Monthly on 2nd Tuesday at 3pm	Room 207	Improve school safety and promote positive behavior throughout the school.	Decrease behavior disruptions and increase learning time on task by examining data.	Creating minor tracking form and determining where to log minor discipline in order to more effectively track the data	Standing agenda item on the staff meeting agenda
Community Schools Advisory Council	1 Community School Coordinator, 1 Principal, Teachers, 2 parents, 1 Family Liaison	Monthly on 2nd Tuesday at 3pm	Room 104	Advisory body for Community Schools, works with school leadership and teachers on the CS implementation planning for the school and supports the Community Schools Coordinator conduct the NAA annually. CSAC	Co-creates a shared vision for Shoreline to become a Community School. Evaluate data from the Needs and Assets Assessment based on community definitions of success. To engage families in community schools. Engages in collaborative leadership practice.	CSAC has completed the NAA and are now working on analyzing the findings and making recommendations on goals and action steps to address the needs that surface in the NAA. They are also evaluating our schools based on the 9 Building Capacity Rubric.	We created a webpage for Community Schools where we share the data from our NAA, meeting minutes along with a daily calendar showing all of the community and family engagement opportunities per school.



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				evaluates, gathers and reports back community school data.			
Cradle 2 Career	Family Liaison & Community Organizer from C2C	Thrive Outside meets every Wednesday	Felt Street Park	Tutoring support, Thrive Outside, Homework support	Provide tutoring support, fostering positive relationship with student, supporting Thrive Outside	Thrive Outside, tutoring and homework support	Updates to activities are shared on the morning announcement Google Slide.
Salud y Carino	3 leaders and 15 girls in each group	Weekly	Room 209	Salud y Cariño partners Shoreline to promote health and wellness for girls through physical activity, prevention and education.	Improve confidence through physical activity, encourage healthy choices	Planning the Salud Open House and inviting teachers who get nominated by the girls	Updates to activities are shared on the morning announcement Google Slide.



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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 Shoreline?

These are the top three themes that emerged:

- Teachers: (~46%)
 - Numerous responses highlight the positive experiences with teachers, including their dedication, support, and passion for education.
- Clubs and sports: (~45%)
 - The availability of various clubs, sports programs, and extracurricular activities is another key factor. Students appreciate the opportunities to get involved and find their interests.
- Community and location: (~38%)
 - The sense of community, location, and a welcoming environment are frequently mentioned. Parents and students appreciate feeling connected and safe within the school community.

Summary: It's worth noting that there are other positive aspects mentioned, such as the quality of school lunch, diverse student body, communication, and the overall supportive and engaging learning environment.

Direct quotes:

"Helpful and welcoming staff, Teachers are very knowledgeable, and love the principal's sense of humor. Our daughter loves Shoreline." - 8th grade family

"Teachers are awesome, my daughter likes going to school and there are lots of after school activities such as sports and different clubs." - 6th grade family

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

- Multiple references to the school being a safe and inclusive environment for students, recognition of the efforts made to create a supportive and nurturing atmosphere
- Appreciation for regular updates, messaging platforms, and efforts to keep parents informed about school events and their child's progress
- Recognition of improvements in the school's nutritional program, including healthy and varied food options
- Positive feedback regarding music programs, band, and elective choices in arts and ceramics
- Mention of academic support, including programs for English Language Development (ELD), academic workshops, and a commitment to excellence in education.



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Summary: These trends highlight the multifaceted aspects contributing to the positive experiences of students, parents, and community members at the school. Teachers, variety in programs, safety, communication, and a sense of community are consistently valued.

Question 4: Ideal supports for families

These are the top three themes that emerged:

- Communication and outreach: (~27%)
 - Emphasis on effective communication between teachers and parents, including regular updates, emails, and using platforms such as ParentSquare.
 - Desire for communication early on about student progress and any challenges they might be facing.
 - Specific requests for outreach from teachers when students are falling behind, along with one-on-one meetings with teachers.
- Community engagement and inclusivity: (~49%)
 - Importance placed on community activities, family gatherings, and events that bring different families together.
 - Support for inclusive practices related to race, color, gender, and new ideas.
 - Desire for family-centered workshops, counseling, and support services, including mental health supports.
- Educational and academic support: (~29%)
 - Requests for after-school programs, tutoring, and homework clubs to support students academically.
 - Support for additional resources such as scholarships, access to tutoring services, and assistance with learning differences like ADHD and dyslexia.
 - Recognition of the need for academic support for families with multiple children and full workdays.

Summary: Overall, the data highlights the importance of effective communication, community engagement, and comprehensive support services to create an ideal environment for families within the school community.

Direct quotes:

“More outreach from teachers when students are falling behind.” - 8th grade family

“After school tutoring or computer labs open to have kids work on projects.” - 8th grade family

“Support for families with students who have learning differences, ADHD, dyslexia — how to support and advocate for your child, how to find resources in the community, how to plan for college or training programs. - 6th grade family

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

- Support for families with students who have learning differences, ADHD, dyslexia, and assistance in advocacy.



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- Requests for mental health support, family counseling, and resources to address anxiety and sadness.
- Support for families facing financial challenges, including access to resources, donations, and affordable housing information.
- Requests for help with linkage to behavioral and academic needs, as well as parent and peer support.
- Desire for guidance on transitioning to college or training programs after high school and planning for financial aspects.
- Desire for transportation assistance for single-parent homes, especially for attending school events and sports activities.
- Support for social and emotional family support, free or reduced-fee counseling, classes, and groups.
- Repeated emphasis on inclusivity, diversity, and respect for various ideas and backgrounds.

Summary: These trends highlight the multifaceted needs of families, including effective communication, academic and mental health support, community engagement, and access to resources. The desire for inclusive and equitable services underscores the importance of addressing diverse needs within the school community.

Question 5: Ideal after-school programs

These are the top three themes that emerged:

- Sports and extracurricular activities: (~45%)
 - Strong emphasis on sports programs, including baseball, outdoor activities, yoga, swimming, basketball, and various clubs.
 - Desire for a variety of extracurricular activities such as theater, music, art, dance, and STEM (science, technology, engineering, and math) clubs.
 - Recognition of the importance of inclusive and diverse programs that cater to different talents and interests.
- Academic support and homework help: (~30%)
 - Requests for programs that provide tutoring, homework assistance, and support for late subjects.
 - Desire for after-school homework clubs and academic mentoring, indicating a focus on educational enrichment.
 - Mention of programs that foster critical thinking, life skills, and learning support.
- Diverse program offerings: (~24%)
 - Interest in a broad range of programs, including those that focus on life skills, trades, arts and crafts, music, coding, robotics, and leadership.
 - Calls for programs that support the development of various skills, from fitness and sports to hands-on art and technology.
 - Recognition of the value of programs that engage students in creative and enriching activities beyond traditional academic subjects.



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Summary: Overall, the data reflects a strong desire for well-rounded after-school programs that cater to diverse interests, provide academic support, and offer a mix of sports and extracurricular activities.

Direct quotes:

"The sports program and clubs offered at Shoreline are great, keep the funding available for these things to continue." - 7th grade family

"Basic skills, homework help, sports, outdoor activities, drama, music, surfing and skating." - 7th grade family

"I really love the help with homework and the Salud y Carino program." - 6th grade family

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

- Interest in programs that bring in organizations from the community to run extracurricular activities.
- Support for events and activities that unite kids, fostering a sense of community and connection.
- Desire for fresh and healthy food options during after-school hours.
- Support for programs that provide opportunities for kids to learn about themselves and develop critical thinking skills.
- Support for programs that survey student interests to tailor offerings accordingly.
- Appreciation for partnerships between Boys & Girls Club and the school, highlighting positive experiences.
- Interest in collaborations with external organizations for extracurricular activities.

Summary: These trends underscore the importance of a well-rounded after-school program that caters to diverse interests, provides academic support, and fosters a sense of community among students. The desire for inclusive and engaging activities reflects the need for programs that contribute to students' personal and academic growth.

Question 6: Ideal school environment

These are the top three themes that emerged:

- Safety and respect: (~62%)
 - Strong emphasis on safety, including measures against bullying and a secure environment, especially bathrooms.
 - Desire for a respectful and inclusive atmosphere that promotes kindness, diversity, and mutual respect among students and staff.
 - Recognition of the importance of positive attitudes, a supportive community, and a school free from bullying.
- Healthy food choices: (~34%)
 - Focus on providing healthy, nutritious, and varied food options for students and get their input on choices.



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- Suggestions for fresh, organic, and delicious meals, along with a desire for more food choices and alternatives.
- Concerns about food availability, line length during lunchtime, and the need for sufficient time for students to eat.
- Community and inclusivity: (~21%)
 - Calls for a welcoming and accepting school community with high expectations and accountability.
 - Desire for a sense of belonging, inclusivity, and equitable practices.
 - Suggestions for additional programs, such as dance classes, wellness centers, and chill spaces with support.

Summary: Overall, the data reflects a strong preference for a school environment that prioritizes safety, promotes respect and inclusivity, offers healthy food options, and creates a positive atmosphere for students to learn and thrive.

Direct quotes:

"I think the environment in the school is good. I think that the food can change. We need healthy food and more staff to help keep the flow of the kids going by faster. My son mentions that sometimes he can't have lunch because the line is so long that there is no time." - 6th grade

"Delicious free food. Teachers and staff who love children and want the best for them. A safe environment with no bullies." - 7th grade family

"A clean, well-maintained facility with modern amenities and a strong anti-bullying policy and a culture of mutual respect." - 7th grade family

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

- Calls for more involvement from caregivers and attention to students.
- Desires for a clean, upbeat, and exciting atmosphere with interest in maintaining indoor and outdoor learning spaces.
- Support for wellness centers addressing social-emotional issues.
- Desire for more attention to children's needs, with caregivers having proper training.
- Desire for engaging and empowering teaching practices. Support for a positive school culture, including a love of learning and a sense of belonging.
- Suggestions for providing lockers to prevent injury from heavy backpacks.
- Calls for zero tolerance on bullying and gang influence or violence.

Summary: These trends highlight the multifaceted nature of an ideal school environment, encompassing aspects of safety, respect, nutrition, community engagement, and infrastructure. The emphasis on inclusivity, diversity, and student involvement underscores the importance of creating a positive and supportive atmosphere for all students.



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Interest-holder Involvement Activities List

Shoreline Middle School Community School Advisory Council



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SM CSAC Sign In Sheet

December 12, 2023

NAME Nombre	ROLE padre(s)/tutor, maestros, personal, socio comunitario parent/guardian, teacher, staff, Community Partner	EMAIL Correo electronico
1. TYLER PORT. GAARN	TEACHER	tportgaarn@LOSD.ca
2. Felipe Mendez	teacher	fmendez@LOSD.ca
3. Samantha Cusack	Teacher	scusack@losd.ca
4. Caleb Murray	teacher	cmurray@losd.ca
5. Peter Olamita	'	polamita@losd.ca
6. Wendy Bussett	Teacher	wbussett@losd.ca
7. Daisy Perez	Family Liaison	dperez@losd.ca



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8. Stacy Whittemore	teacher	swhittemore@losd.ca
9. Calypso Harmon	teacher	charmon@losd.ca
10. Colleen Martz	admin	cmartz cmartz@losd.ca
11. Melissa Nix	admin	mnix@losd.ca
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SM CSAC Sign In Sheet

January 16, 2023

Date Correction January 16, 2024

NAME Nombre	ROLE padre(s)/tutor, maestro, personal, socio comunitario parent/guardian, teacher, staff, community partner	EMAIL Correo electronico
1. Stacy Whitemore	teacher	SWHitemore@losd.ca
2. Calypso Harman	teacher	charmon@losd.ca
3. Samantha Cosh	teach	Scosh@losd.ca
4. TYLER PORT-GARRIN	TEACH	tporgarrin@losd.ca
5. Felipe Mendez	Teacher	Fmendez@losd.ca
6. Wendy Bassett	Teacher	wbassett@losd.ca
7. Janeth Perez	mom	Perezjaneth086@gmail.com

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8.	Daisy Perez	Family Liaison	dperez@losd.ca
9.	Peter Olamit	teacher	p.olamit@losd.ca
10.	Caleb Murray	teacher	calebmurray@losd.ca
11.	Sandra Piedra	Parent	Sandra74@hotmail.com
12.	Melissa Nix	administrator	mnix@losd.ca
13.	Colleen Martin	admin	cmartin@losd.ca
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District Community School Advisory Council



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District CSAC Sign In Sheet

October 30, 2023

NAME	ROLE <small>parent(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@centralfiresc.org
3. GREG Stein	L. OAK PRINCIPAL	gstein@losd.ca
4. Heather Norquist	SL Public Libraries	norquisthe@sanacruzpl.org
5. Daisy Morales	Sup	
6. Crystal Perez	FACE Manager	CPerez@losd.ca
7. Mary Sauter	Principal	msauter@losd.ca
8. Gerald Banks	MGP	gbanks@SCLCCE.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	30Mr Ruiz@losd.ca
16. Jessica Rosales	OA students man	soylusita@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 Rosu	COE	dpitman-rosu@santacruzcoe.org
7. Maria Leon	Del Mar	myleon@lmsd.ca

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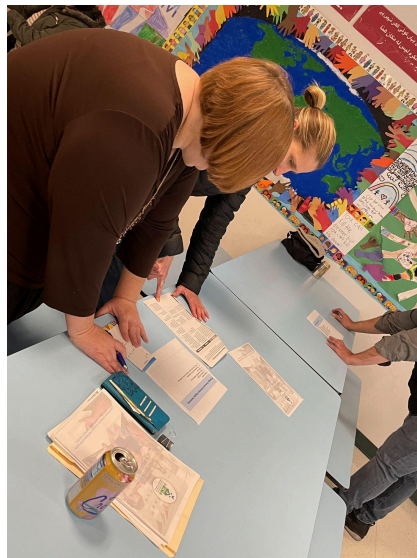
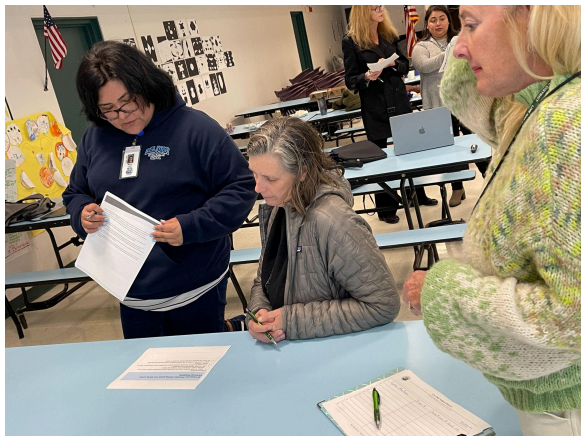
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8.	Lynne Martinez	Green A.	lmartinez@losd.ca
9.	ARIN HUNT	DM	ahunt@losd.ca
10.	Kristin Fabos	Cabrillo College	krfabos@cabrillo.edu
11.	Gry. Sten	LO	gsten@losd.ca
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Attachment IV-b: Shoreline Middle School

CCSPP Shared Decision-Making Council

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Shoreline Middle Community School Advisory Council

Roster

**Shoreline Middle School
Community Schools Advisory Council
2023-2024**

Name	Role	Community based organization/ School
Colleen Martin	Principal	Shoreline Middle School
Melissa Nix	Asst Principal	Shoreline Middle School
Gabriela Cruz	Community Schools Coordinator	Live Oak School District
Tyler Port Gaarn	Teacher	Shoreline Middle School
Janeth Perez	Parent	Shoreline Middle School
Felipe Mendez	Teacher	Shoreline Middle School
Samantha Cush	Teacher	Shoreline Middle School
Caleb Murray	Teacher	Shoreline Middle School
Peter Olamit	Teacher	Shoreline Middle School
Wendy Bassett	Teacher	Shoreline Middle School
Marlen Reyes	Community Partner	Cradle to Career
Daisy Perez	Family Liaison	Shoreline Middle School
Stacy Whittmore	Teacher	Shoreline Middle School
Calypso Harmon	Teacher	Shoreline Middle School
Sandra Piedra	Parent	Shoreline Middle School
Izzy heart	Community Partner	Cradle to Career



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Agenda and Minutes - Meeting 1



Agenda 1/16/24

- What is a Community School?
- Why Community Schools for Shoreline?
- Capacity-building Strategies (rubric)
- Que es una escuela comunitaria?
- ¿Por qué escuelas comunitarias para Shoreline?
- Estrategias de capacitación (rúbrica)



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Shoreline CSAC Agenda and Minutes		
January 16, 2024		
Slides 1/16/24		
I. Welcome and Introductions II. Norms agreement III. What is a community school IV. Purpose of Advisory Council V. District's Theory of Action VI. School's Theory of Action VII. Question/ Ideas VIII. Identify standing meeting date and time	I. Bienvenida y presentaciones II. Acuerdo sobre las normas III. Que es un Escuela Comunitarias IV. Cual es el propósito del Concilio Asesor? V. Teoría de acción del distrito VI. Teoría de acción de la escuela VII. Preguntas/ Ideas VIII. Identificar fecha y hora de reunión	
Agenda	Notes	ACTION
Welcome and Introductions	Inattendance: Stacey Whittemore (Teacher) Calypso Harmon (Teacher) Samantha Cush (Teacher) Tyler Port-Garn (Teacher) Felipe Mendez (Teacher) Wendy Bassett (Teacher) Janeth Perez (Parent) Daisy Perez (Family Liaison) Peter Olamit (Teacher) Caleb Murray (Teacher) Sandra Piedra (Parent) Melissa Nix (Asst. Principal) Colleen Martin (Principal)	
Norms agreement	We want to assume we are	



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	here because they want to see the school grow	
What is Community Schools	It's not a project, it's a long term strategy. It is based on four pillars	Review Slides for new and returning participants.
Purpose of Advisory Council	*To create a vision for our school	*Each person will have a task *helping us with sharing your ideas *being involved as much as possible to help us make our school grow *together we will review data from our surveys, based on this we will develop our goals *our goals will be different from other school sites. *Help us promote community schools
1-9 Strategy Development	In small groups review and answer all 9 strategies for Community Schools	Follow up with SM CSAC to share what came out for the small group work on the 9 strategies.

Agenda and Minutes - Meeting 2

Agenda 12/12/23

- What is a Community School?
- Why Community Schools for Shoreline?
- Capacity-building Strategies (rubric)
- Que es una escuela comunitaria?
- ¿Por qué escuelas comunitarias para Shoreline?
- Estrategias de capacitación (rúbrica)



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Shoreline CSAC Agenda and Minutes		
December 12, 2023 Slide		
I. Welcome and Introductions II. Norms agreement III. What is a community school IV. Purpose of Advisory Council V. District's Theory of Action VI. School's Theory of Action VII. Question/ Ideas VIII. Identify standing meeting date and time	I. Bienvenida y presentaciones II. Acuerdo sobre las normas III. Que es un Escuela Comunitarias IV. Cual es el propósito del Concilio Asesor? V. Teoría de acción del distrito VI. Teoría de acción de la escuela VII. Preguntas/ Ideas VIII. Identificar fecha y hora de reunión	
Agenda	Notes	ACTION
Welcome and Introductions	*Antonio Cuevas(dad) *Carry(mom)-8th grade daughter- she would like to see the kids be more concerned about being good people, to support each other and be stronger *Diana Valdez- see students grow and know they are welcomed here *Shawna (mom) 7th grader -mental health support *Sue (mom) 7th grader -do more after school clubs *Sandra Hernandez (mom) 7th grade -She would like to see more counseling, there are	



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	students who know what they want to be in the future and there are some that are not so she would like to see more counseling guiding them to their goal.	
Norms agreement	We want to assume we are here because they want to see the school grow	
What is Community Schools	It's not a project, it's a long term strategy. It is based on four pillars	<p>*Antonio would like to see more sports in spring</p> <p>*Our district has 6big family engagement events</p> <p>*There is a lot of work being done already that falls in these four pillars that's why we feel like community schools are a good fit for us.</p> <p>*We have 35 community partners that help us</p> <p>Example we had Dientes work with our school and offering dental cleanings for our students</p> <p>Boys and girls club</p> <p>Simpkins use our field and we use their pools at no cost.</p> <p>*Can we have more classes that teach us how to use Narcan, and make Narcan available to parents</p>
Purpose of Advisory Council	*To create a vision for our school	<p>*Each person will have a task</p> <p>*helping us with sharing your ideas</p> <p>*being involved as much as possible to help us make our school grow</p> <p>*together we will review data from our surveys, based on this we will develop our goals</p> <p>*our goals will be different from other school sites.</p> <p>*Help us promote community schools</p>



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D-CSAC

Roster

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



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Daisy Morales, Ed.D.
Superintendent

Agenda

D-CSAC Agenda

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

January 10, 2024



Minutes

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



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1/10/24

DSAC

#1 Shared Understanding & Commitment: Engaging - Transforming

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

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

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



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#3 Collaborative Leadership: Visioning

Evidence/Artifacts

- How do we support equal involvement from diverse communities? *Time and comfort/Cultural understanding.*
- Where is the part where we *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 don't think we've done much to REALLY look in this mirror
- We are struggling to get teachers, staff to participate. How and what do we do to change this?
- Shouldn't parents be involved in the multi-tiered systems?
- Love the leadership structure: Wondering how the LEA vs. school site processes/outcomes will align differently through the process.
- PBIS distinctly conflicts w/ restorative justice principles
- How to facilitate relationship building among diverse parents, students, staff (at all different levels)★
- Shared decision making: what does that look like for teachers? Shared understanding and commitment.
- How will we engage folks that should be and aren't currently engaged at this capacity? With equity in mind.

#4 Coherence Policy and Initiative Alignment: Visioning

Evidence/Artifacts

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



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#5 Staffing and sustainability: Visioning

Evidence/Artifacts

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

#6 Strategic Community Partnerships: Engaging-Transforming

Evidence/Artifacts

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



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#7 Professional Learning: Visioning- Engaging

Evidence/Artifacts

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



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#8 Centering Community Based Curriculum and Pedagogy: Visioning

Evidence/Artifacts

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

#9 Progress Monitoring and possibility Thinking: Engaging

Evidence/Artifacts

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



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Attachment IV-c: Shoreline Middle School

Alignment to the framework

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Events and Alignment to the Framework Matrix

Date	Activity	Event Details	Pillars
01/29/2024	STEAM Night	Steam activities for the entire family Partner: ShorelineEducation Foundation	Family and Community Engagement / Expanded Learning
01/16/2023	ShorelineCommunity Schools Advisory Council	Community Schools overview, first Green Acres Advisory Council	Collaborative Leadership
01/10/2024	District Community Schools Advisory Council	Meeting	Collaborative Leadership
12/12/2023	ShorelineCommunity Schools Advisory Council	Community Schools Advisory Council Meeting	Collaborative Leadership
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
10/30/2023	District Community Schools Advisory Council	Community Schools Advisory Steering Community	Collaborative Leadership
10/24/23	Dientes Dental Clinic	Mobile Clinic at Shoreline provided dental cleaning and assessment of oral health	Integrated Student supports
08/19/2023	Back to School BBQ (district wide)	Welcome back	Family and Community Engagement
08/14/2023	LOSD Consortium	Introducing Community schools and Meet & Greet	Collaborative Leadership



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Community Partners List and MOU Status

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

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



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



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



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

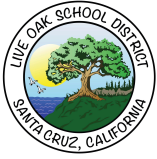


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Live Oak Little League	Family & Community Engagement	The league is housed at one of our elementary schools. They maintain and use the minor and major fields. They provide scholarships for many of our students.	H	2023-2024
O'Neill Sea Odyssey (OSO)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

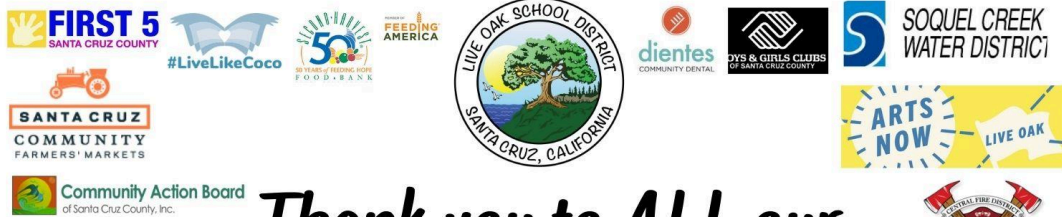


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BBQ Community Event - flyer with all participating community partners and pictures



*Thank you to ALL our
partners that made
Possible*

OUR WELCOME BACK TO SCHOOL BBQ 2023-2024





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Attachment IV-c: Shoreline Middle School

Community Support

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Superintendent Letter of Request

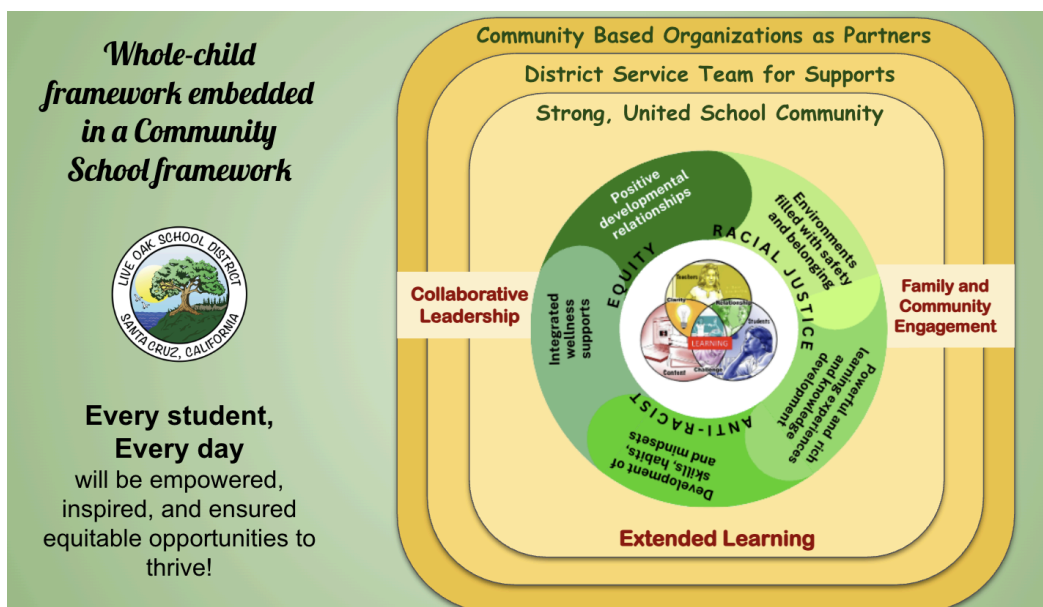
Dear Superintendent of School, Tony Thurmond;
California Department of Education;
California Community School Partnership Program;

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

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

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

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





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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



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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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First District Supervisor, Manu Koenig



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FIRST DISTRICT

ZACH FRIEND
SECOND DISTRICT

JUSTIN CUMMINGS
THIRD DISTRICT

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.



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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



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Daisy Morales, Ed.D.
Superintendent

Santa Cruz County Office of 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
mpaynter@santacruzcoe.org



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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

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 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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County of Santa Cruz

Justin Cummings

3rd District Supervisor

November 30, 2023

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

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

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

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

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

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

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



Live Oak School District

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Daisy Morales, Ed.D.
Superintendent



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

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

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

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

Sincerely,

Sarah Brothers
Arts Education Director
Arts Council Santa Cruz County
831.475.9600 x18
sarah@artscouncilsc.org



Live Oak School District

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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 • SChealthcenters.org

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



Live Oak School District

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Daisy Morales, Ed.D.
Superintendent

Life Lab Org



To the California Community School Partnership Program,

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

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

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

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

Gardens of Gratitude,

Judit Camacho
Co-Executive Director
judit@lifelab.org

Don Burgett
Co-Executive Director
don@lifelab.org

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



Live Oak School District

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Daisy Morales, Ed.D.
Superintendent

O'Neill Sea Odyssey



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

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

December 19, 2023

California Department of Education
California Community School Partnership Program

To Superintendent of Schools, Tony Thurmond,

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

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

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

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

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

In Community,


Tracey Weiss

Executive Director O'Neill Sea Odyssey

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



Live Oak School District

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Daisy Morales, Ed.D.
Superintendent

Second Harvest Food Bank



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We are the Food Bank



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

Dear Live Oak School District,

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

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

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

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

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

Sincerely,

Andreana Fernandez

Community Engagement Coordinator

andreana@thefoodbank.org

Second Harvest Food Bank Santa Cruz County



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

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

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

Mail
P.O. Box 1457
Capitola, CA 95010

T 831-465-2217
F 831-479-5477

Website
www.first5scc.org



Live Oak School District

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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

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5060 Scotts Valley Drive
Scotts Valley, CA 95066

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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

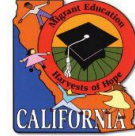
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Daisy Morales, Ed.D.
Superintendent

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.

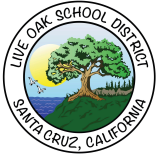
The proposed financial support holds the potential to facilitate the implementation of comprehensive wrap-around services. These services would cater not only to the educational needs of the students but also extend to addressing behavioral and social-emotional aspects. By providing such support, Live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

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

LOSD Community Partnership Consortium

August 2023 meeting discussing the Four Cornerstone Commitments

