



## Community Schools Implementation Plan

2024

**Attachment III: Community School Implementation Plans  
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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:**

## **Fenton Avenue Charter School IMPLEMENTATION PLAN**

### **School Site Contact Information**

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Fenton Avenue Charter School (FACS) is located in the northeast San Fernando Valley in the city of Lake View Terrace. The school opened in 1958 as Fenton Avenue Elementary, a kindergarten through sixth-grade elementary school. With the passage of SB 1448, the Fenton school community recognized the opportunity that independent charter status offered, and in June 1993, Fenton Avenue Elementary became the Los Angeles Unified School District's seventh charter school and the thirtieth charter school authorized in California.

Our charter school is committed to serving a wide range of students who require a rigorous program with acceleration, differentiated instruction, and depth and complexity. As a conversion charter, our school serves TK-5 grades students and families that are 89% Hispanic; 8% African American; 65% English Learner; 90% qualifying for Free/Reduced Meals; and 12% Special Needs. With an enrollment of 634 students in 2022-23, 87.5% of enrolled Fenton students are classified as socioeconomically disadvantaged (compared to 61.5% across the state), 88.7% are unduplicated students, and 30.4% are classified as English Learners (compared to 19% in California).

Fenton Avenue Charter School uses a "whole-child" approach to education that follows the Community School framework "with an integrated focus on academics, health and social services, youth and community development, and community engagement." We practice and will enhance during the community school implementation an inclusive governance structure to reflect our transformation into a community school as described in this Plan, with the active involvement of all employees and participation by students, parents, and community members.

Our school will increase parent and family awareness by teaching and communicating our academic structure and the successful results we achieve. This will include increasing family engagement through additional opportunities for parents to visit the campus and participate in workshops and informational sessions. Parents and community partners will share power through leadership in decision-making councils (Parent Advocacy Council, School Site Council, and the Fenton Charter Public Schools (FCPS) CMO-level Community Schools Advisory Committee). Parents will partner in

their student's academic success while our staff and families will access professional development on important community school initiatives and resources, including mental health topics such as trauma, bullying, behavior disorders, and positive intervention and support.

Students will benefit from parents participating in school functions as a motivational tool to continue learning, as well as parental understanding of what the school is doing to support their children in achieving academic and social success. They will gain their own leadership opportunities in the community school to support increased school attendance and engagement.

## 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 developmental plans for ensuring these values are reflected in community schools work.*

Our community school **purpose** is to create a safe, nurturing community hub that empowers students and families to climb to new heights together. In reaching this vision, Fenton Avenue Charter School will integrate the four cornerstone commitments into implementation, including emphasizing an asset-based approach that equally values learning from community members while providing supports to meet needs, ensuring a racially just and restorative school climate, culturally relevant instruction, and shared decision making with stakeholders. Our school will increase the collaboration of all our stakeholders through existing resources such as our Family Center, which provides opportunities for parents and community members to learn and grow, as is a key component in our community school implementation plan.

#### 1. Racially-just, relationship-centered spaces

Fenton Avenue Charter School prioritizes the creation of a positive school climate while bringing the entire school community together and valuing the diverse cultures that make up our community. We promote services and activities to make our school racially just while nurturing senses of caring and

belonging and promoting an identity-safe environment. In doing so, our entire school community upholds a *Commitment to Racially Just and Restorative School Climates (Cornerstone Commitment)*. Fenton's multi-tiered system of supports (MTSS) framework includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness essential for community school success. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). We employ a full-time Counselor, a School Psychologist, and an Acceleration Specialist to build relationship-centered spaces for our students, as these staff members work closely with the Family Center Director, who is becoming the Community School Coordinator in implementation. The Acceleration Specialist is a trained reading intervention teacher who works with teachers and with students individually or in small groups to analyze data and find reading gaps. Our school also provides special blocks of time to address learning gaps (reading intervention time).

## 2. Shared Power

Fenton continues to practice an inclusive governance structure established in the process of converting from a traditional public school to a charter school three decades ago. This process also reflects our transformation into a community school as described in this Plan, with active staff involvement and participation by students, parents, and community members in decision-making. Full-time, exempt employees are required to participate in governance, and all part-time and non-exempt employees, parents, and community members are encouraged to participate, demonstrating our *commitment to shared decision-making and participatory practices (cornerstone commitment)*. This unique governance structure stems from the initial charter conversion of our school in 1993 and continues to ensure a highly responsible and knowledgeable staff and school community. It includes four governing councils that recommend policies and programs to the Board of Directors, with most school decisions guided by these recommendations. All councils review, modify, and adopt school plans, new curricula, materials, and school culture strategies to improve student learning and school success. All council approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval.

Parents and community members join advisory committees that support the councils and the Board: the Community School Steering Committee created during our planning year, the School Community Relations Council (SCRC), the English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Council and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) from all five Fenton charter schools. This meets monthly to review planning and will support implementation services. It will integrate recommendations into the yearly LCAP process to ensure community school services align with student achievement goals and outcomes.

Students, parents, and staff also complete surveys each year to reflect opinions on needed resources and services for the school community. This information directly impacts the decisions and recommendations of the committees and councils. Information to complete surveys is supported by videos to staff, students, and families to gather input on needed services. Information is sent to parents translated into Spanish and made available via Zoom, YouTube, Facebook, Instagram, and X

(formerly Twitter). Annual school climate surveys are sent out to families through email and text messages with reminders to ease access and completion rates.

The Family Center Director (who will become the Community School Coordinator- CSC) has worked in planning to develop a collaborating agency process. This formalizes partnerships with memoranda of understanding (MOU) outlining Fenton's and partners' responsibilities and expectations for services and resources provided as part of the community school and is co-signed by Fenton and partners' leadership. This MOU process (need assessment, selections of partners with appropriate services to meet needs, meetings to determine how services can be provided, draft MOUs reviewed by the partners and the Fenton Charter School Community School Committee, with finalization of services and MOUs that will be used in implementation.

### **3. Classroom-community connections**

Fenton has a robust staff dedicated both full and part-time to community school engagement and support of our families. Our Family Center Director (CSC) works with our PBIS Administrative Coordinator, Attendance Manager, and School Nurse to assist the Community School Director (CSD), who serves all five Fenton schools, with parent engagement. This includes the production and dissemination of a weekly newsletter regarding school resources, events, and activities open to families. The School Director (Principal) sends frequent phone and text messages to all student homes to maintain this communication. Further family engagement includes grade-level parent orientation meetings during the first few weeks of school, while families attend parent/teacher conferences formally twice a year and informally as needed by each student.

Our school hosts monthly family and community events that feature a mix of academic content (e.g., Family Math Night) with culturally relevant entertainment and food to incentivize participation. We offer financial literacy workshops for families to support their stability and job potential, typically in the evenings and weekends. Fenton provides a Family Center for parents and community members that will be at the heart of community school implementation services, with a schedule that includes classes for technology, English as a Second Language (ESL), financial literacy, and parenting skills such as behavior management. The Center engages with partners and communicates with and supports parents. The Extended Learning Opportunity Program (ELO-P) at Fenton provides enrichment services before or after school and on Saturdays. Services include community field trips for students and "parent and me" classes, in which parents work hands-on with their children on topics such as reading, math, and cooking/healthy eating.

An important part of family engagement is parent and family volunteer efforts, and Fenton has developed a well-honed process for involvement, with a sign-up process provided through our Parent Volunteer Handbook that provides 30-50 parent volunteers per year at our school and with direct recruitment for parent participation in decision-making councils and advisory committees.

Teachers conduct parent conferences in the fall and spring to review student progress, with monthly progress reports disseminated to report student progress. They also send out at least weekly classroom announcements or direct messages to parents using the app ClassDojo. Our school has monthly student awards assemblies to recognize positive citizenship, achievement, work habits, and attendance. In-person orientation meetings support parents before the school year begins, while other events include Back to School Night (August) and winter performances and shows that bring families on campus. There are special events such as Math Night, Science Night, and Multicultural Night, that bring together parents and children. Fenton has an Open House in the spring where a

culmination of activities is displayed in each classroom and around the school.

Students and families complete surveys twice yearly in the fall and spring to identify needs and gaps in resources to be addressed with partners. Fenton engages our current and prospective community partners through social media and email updates, as well as monthly Community School Committee meetings to which each partner is invited. Beyond these meetings, the CSC works one-on-one with each partner to plan integration and alignment of relevant services into the community school, based on the Needs Analysis our school completed during planning and which will be updated each implementation year. Current collaborating agencies with which we work form the foundation of classroom-community connections and include 9 Dots (coding), Rally in the Valley, Young Storytellers, Vision to Learn mobile eye clinic, Providence Holy Cross Medical Center, codeSpark Academy, Independent School Alliance, and the Foundation for Early Childhood Education.

The CSC builds on this foundation in implementation with new partnerships to address gaps in support that have been identified during planning. The Coordinator will be a key liaison between partners and students/families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

#### **4. A focus on continuous improvement**

Our focus takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. We use informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys from students, parents, and staff, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback that includes community input described above in *Shared Power*.

Fenton Avenue Charter School uses specific methods to share best practices and improve teaching practices. At goal setting in August and February, teachers and administrators meet one-on-one to set and measure progress on goals annually. The school also uses a peer observation model called “Earned Increase Walkthroughs” twice yearly. In these observations, administrators, faculty representatives, and/or lead teachers do 5-minute walkthroughs in each classroom and observe and document teaching based on four domains (Charlotte Danielson - four domains - Planning and Preparation, Learning Environment, Teaching, and Learning Experience), with an assessment report for each observed teacher. Fenton uses a lesson observation model where teachers at each grade level observe each other teaching a lesson (30-45 minutes) they want to share. They meet afterward to discuss feedback and best practices. All new teachers receive observation twice a year doing a full lesson as part of the probationary status period (the first two years of teaching at any Fenton school).

Services and supports for students that demonstrate this focus on continuous improvement include:

- **Growth and Learning Opportunity Window (GLOW)** is a daily 40-minute period where Fenton students engage in accelerated learning to achieve essential standards of their grade level. During GLOW, students are working on materials at their level to ensure that they have the necessary prerequisite skills to achieve the learning objectives. Students may be receiving intervention, additional on-level support, or even enrichment during this time.
- **A Professional Learning Community (PLC)** framework began in 2022-23 and will continue through community school implementation. Fenton grade-level teams work to implement PLC cultural components, such as developing team norms, changing the format of grade-level meetings to focus on the four critical questions of the PLC process, creating common

formative assessments, and conducting data chats. Building on this PLC framework, the Fenton Charter Schools leadership team of Principals and Teacher Leaders, supporting 28 Fenton administrators and teachers, participates in the California Principal Support Network led by Solution Tree. This supports greater implementation of professional learning community practices and ways to embed and sustain them for continuous student learning and equitable school systems with a focus on intervention/extension (RTI) systems of support.

- Fenton has implemented a school-wide **Acceleration Instructional Model** beginning in 2022-23 with the dedicated position of Acceleration Specialist working with students during GLOW time. Students also take pre-assessments, mid-unit-assessments, and post-assessments to define academic needs and to provide feedback on support services. Along with the Acceleration Specialists, grade-level teams participate in data chat meetings to identify the most effective instructional strategies and to share best practices.
- Fenton uses **Illuminate** to collect, report, analyze, and interpret weekly data regarding student progress. We also use **iReady** for data tracking and analysis in reading and mathematics. These scores are uploaded to Illuminate for a different perspective on data analysis. All formative and summative classroom assessments are placed into Illuminate, including state assessment data such as ELPAC and CAASPP. Common reports include measuring the progress of significant subgroups and using proficiency levels to guide Multi-Tiered Systems of Support (MTSS) decisions. The data can be analyzed by student, class, grade level, or schoolwide to determine areas of strengths and needs. The ability to create custom reports allows educators to analyze data by measuring the progress of significant subgroups.
- **Professional development** and planning are determined by the advisory committees and governing councils working with teachers and are selected based on a review of student assessments, new programs, or specific student curricular needs. Fenton facilitates professional development on trauma-informed approaches to instruction, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports. We also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education. Teachers use 2-3 hours of planning time a week to review and address gaps in student data and to plan lessons. This time is also used as an alignment tool for each grade level.
- Our school leverages **technical assistance** from the LA County Office of Education, which offers professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start essential for continuous improvement. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

Fenton Charter Public Schools were identified as a "Gap-Buster" in the 2023 Stanford University Center for Research on Education Outcomes (CREDO) Report (2023) due to this focus on continuous improvement and results. According to the study, "Gap-busting" refers to schools that have been able to close the gap in achieved educational equity by ensuring minority and poverty students learn on par with or better than white peers. Fenton is identified as significantly improving outcomes for students in both Reading and Mathematics.



## 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.*

Fenton seeks to build upon the community school efforts begun during planning and will leverage our existing resources, including the Needs Analysis completed during planning and our Asset Map with potential resources and partnerships of benefit to our students and families. We will expand our involvement and communication with the following groups to ensure that our interest-holders deepen their involvement in the needs and assessment process as described below.

- **Parents and family members** will engage through ongoing activities that include Community School Committee meetings (monthly), ELAC meetings (each quarter), Coffee with the Principal (each month), Parent Advisory Council meetings (each month), and climate surveys and needs assessments completed twice yearly in the fall and spring.
- **Students** will engage through Student Council meetings held monthly. 3-6 graders complete the California Healthy Kids survey each year. They are also elected to leadership positions on the Community Schools Committee, which includes students from four of the five Fenton charter schools (as Fenton Primary Center only serves grades TK- 2) and meets each quarter.
- **Administrators and staff** complete professional development weekly, through seven extra days during the school year and two weeks in the summer, and use this time to review community school implementation needs and services. Administrators and staff also complete surveys each year and attend monthly Community School Committee meetings. **Community partners** attend Community School Committee meetings monthly and support with development of the needs assessment/gap analysis created each year.

Our school engages regularly with students and families from historically marginalized groups, so a critical need and service provided is professional development support in areas such as cultural awareness and indigenous groups using Kagan's Cooperative Learning Structures. Our goal is to support students in seeing each other for who they are while assisting our teachers to teach empathy. Fenton also works with parents and community partners to host multiple multi-cultural events on our campus, as discussed in detail below.

**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/Indicator you aim to improve
By the end of the 2024-25 school year, increase the number of community partnerships confirmed through signed MOUs by 2-3 to expand available resources for students and families based on Needs Analysis.	Review and finalize Memorandums of Understanding (MOUs) with 2-3 new community partners each implementation year for services for families.
By the end of the 2024-25 school year, our school will successfully build out a functioning Coordination of Services Team (COST) and referral system based on the MTSS system in place.	Create a single, dedicated COST Coordinator and shared leadership among staff who meet weekly to identify students for supports based on MTSS assessments and refer them and family members for services.
By the end of the 2024-25 school year, strengthen health screenings and services (vision, dental, hearing, physical health) to meet required needs according to assessments.	Establish MOUs for quarterly visits to the school campus from health partners as well as referrals for community services.

New community school targets and programs that Fenton will establish during community school implementation will fall under the Four Pillars of Community Schools and directly relate to feedback received during planning from our parents, students, staff, and community partners.

**Integrated Student Supports.** Feedback through our Fenton Avenue Charter School planning survey indicated services that are needed or that are offered but need improvements, including enhancing Tier 1-3 academic interventions and supports through additional tutoring, classroom aides, and services that include expanded preschool and early child care services, Positive Behavioral Supports, Family/Community Mental Health, Student Mental Health, and Parent Leadership/Advocacy. Fenton will hire more Teacher Assistants in the classroom and partner with mental health providers to continue and expand our multi-tiered system of supports (MTSS) framework that includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness. This will include staff professional development, on-site social workers, increased staff supervision, anti-bullying campaigns, and restorative justice practices, as well as increased health screenings and services, mental health screenings and services, and counseling support. Additional enrichment and specialized classes will include the addition of art, music, technology, and foreign language classes.

**Family and Community Engagement.** Family feedback through our planning survey demonstrates that a majority of families responding agree that there is family input into core school operations, including Curriculum and Planning (69% agree), Discipline Policies (68% agree), Operations (71% agree), and Mission and Goals (67% agree). Yet there is still significant room for

family engagement improvement, particularly with regard to family engagement in budget planning, for which only 56% agree there is family input. Fenton will recruit more parents and family members to be involved in school advisory committees, as well as create questions related to these areas in school surveys. The results of these opinions will be part of the recommendations of the committees and councils to the Governing Board to ensure family engagement and student and parent voice in school decisions. As well our community school will also host more monthly parent classes, workshops, and community events that feature a mix of academic content (e.g., Family Math Night) combined with culturally relevant entertainment and food to incentivize participation. Feedback indicates a need and interest in Community Emergency Response Team (CERT) training by the Los Angeles Fire Department, financial literacy workshops for families to support their stability, as well as start saving for college. Existing and new community partners who provide services directly on campus and through community referrals and sign MOUs with our school will be invited to and requested to attend monthly Community School Steering Committee meetings also attended by parents to detail services and explore ways to address family needs.

**Collaborative Leadership and Practices for Educators and Administrators.** Fenton will continue to utilize Solution Tree's Professional Learning Communities coaching academy, which will prepare teachers and staff to work collaboratively in recurring cycles of collective inquiry, action research, and continuous improvement to accelerate student learning. Fenton already does and will continue to facilitate professional development on trauma-informed approaches to instruction and student supports, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports when needed. We will support social-emotional improvements by incorporating behavior management training (the foundation of PBIS) as well as additional training in trauma-informed practices, cultural sensitivity, and addressing students with special needs. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). Additional social-emotional supports to deepen these relationships include Mutt-i-Grees lessons and the integration of the Second Step program into all classrooms. Fenton will also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education.

**Extended Learning Time** services to be implemented and expanded during Implementation include increased collaboration time between teachers and our partner Think Together's expanded learning staff so they align instructional components to accelerate student learning during and after school, rather than needing to offer remediation services during the school day. Leveraged ASES and ELO-P funding provides academic, physical fitness, and enrichment services for students. Implementation will include developing aligned services for parents and family members, such as financial literacy workshops, as that is not possible with our current funding. Teachers work closely with extended learning staff to align instruction and academic supports to accelerate learning.

### 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*

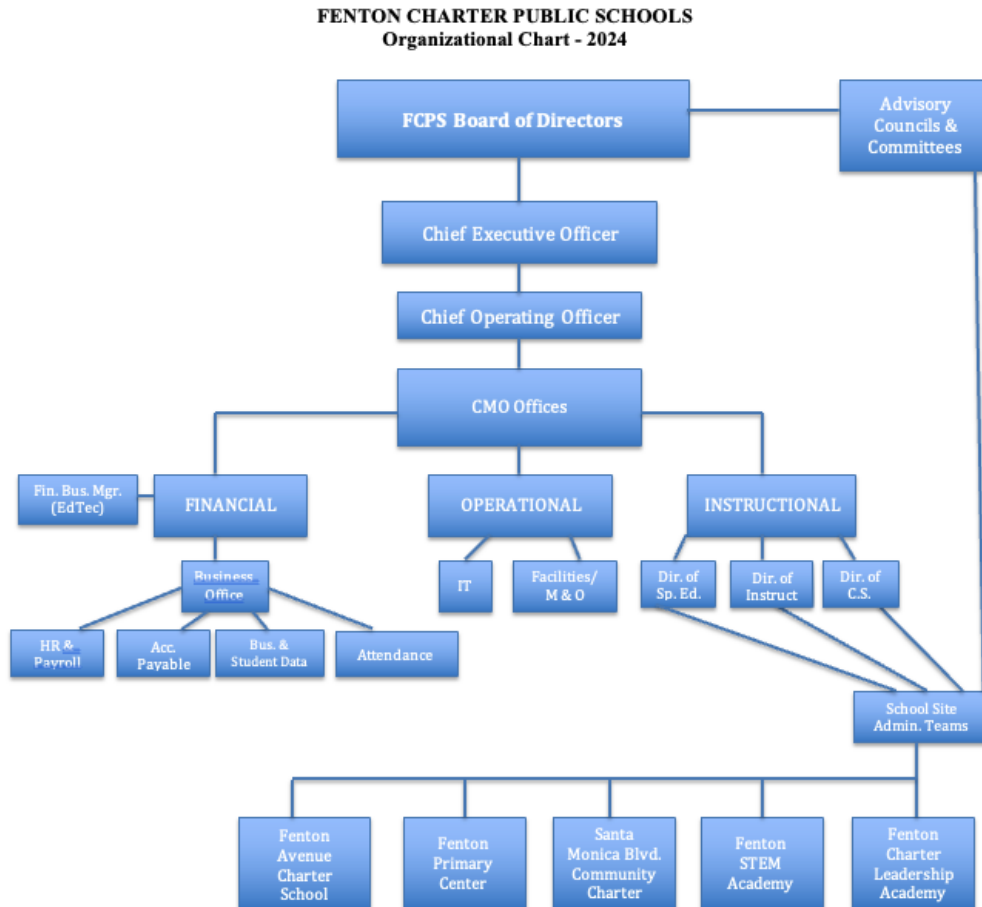
*made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.*

*Describe your goals for strengthening collaborative leadership.*

## Site Level Goals and Measures of Progress

Goals	Action Steps
Fenton Charter Public Schools (our Charter Management Organization overseeing our five charter school LEAs) will establish a system-level Steering Committee meeting quarterly by the end of 2024 to support school-level implementation and sustainability of the community school at Fenton Avenue Charter School.	<ul style="list-style-type: none"> <li>-Fenton Director of Community Schools will work with all the Community School Coordinators (CSCs), including at Fenton Avenue Charter School, to develop and facilitate a regular monthly Community School Committee schedule of meetings and agendas for discussion.</li> <li>-Community partners common across all five LEAs will be requested to regularly attend meetings.</li> <li>- Student and Parent Leaders from each charter school will be nominated and selected to the CS Committee each year in the fall to attend meetings.</li> <li>- Organize community events and services across all five community schools.</li> <li>-Align overall services and programs implemented across all five community schools with the LCAP created and updated by each school each school year.</li> </ul>
Fenton Avenue Charter School will review and assess the shared authority and advisory functions of the four governing councils and advisory committees on campus to ensure maximum participation by all school community members by the end of the 2024-25 school year.	<ul style="list-style-type: none"> <li>- Review and revise, as needed, the process for governing council review of advisory committee recommendations to streamline the implementation of recommendations from students, parents, and partners.</li> <li>-Clarify and streamline the process and timeline for decisions regarding community school recommendations at the Board of Directors level.</li> </ul>
Fenton Charter School's site-level Community School Committee continues from planning and will meet quarterly throughout 2024-25 to review actions and services at the school and report to the larger Steering Committee regarding school initiatives.	<ul style="list-style-type: none"> <li>- The Fenton CSC will develop and calendar quarterly meetings at times most convenient for attendance by students, parents, and community partners.</li> <li>- The CSC will ensure appropriate notification of the school community of the meeting and of results agreed upon after the meetings via email, the school website, and social media notifications as appropriate.</li> <li>-The CSC, the Principal, and the Community School Director, as available, will work together to facilitate the meetings while ensuring participation and feedback from school stakeholders.</li> </ul>

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



Not addressed in the organizational chart is the responsibility of the community school coordinator (CSC). The CSC will report to the director of community schools for all Fenton Charter Public Schools and report monthly to the school's councils (SSC and SCRC). All recommendations will be presented to the director of community schools.

## Strategy 4: Coherence: Policy and Initiative Alignment

*Establishing coherence and alignment across policies and initiatives is critical in 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.*

## Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure integration (through recommendations to the School Site Council) of the revised and updated community school implementation plan with the school LCAP revised and updated each year beginning in 2024-25. The community school implementation plan becomes part of the annual school improvement plan as defined in the LCAP.	<ul style="list-style-type: none"> <li>-Establish a clear timeline with required deadlines for LCAP recommendations to the School Site Council based on community school initiatives each year.</li> <li>-Ensure the participation of the Principal and at least one grade-level teacher in Community School Committee meetings while working directly with students, parents, and community partners.</li> </ul>
Fenton Charter School will review and assess the shared authority and advisory functions of the four governing councils and advisory committees on campus by the end of 2024 to ensure maximum participation by all school community members.	<ul style="list-style-type: none"> <li>-Establish a revised decision tree document with clear recommended flows of information from the advisory committees to the school governing boards and from the governing boards to the Board of Directors. This will include timelines and deadlines for the submission of recommendations and decisions based on the recommendations, and reasons for selection or declining to adopt each recommendation.</li> </ul>

Fenton has a strong commitment to the four Cornerstone Commitments that will be reflected in the implementation of our Community School:

**A Commitment to asset-driven and strength-based practice.** Fenton targets health as a strength-based practice. We have a full-time nurse assistant and a shared school nurse with the use of PRN Nursing for additional support in the training and paperwork essential for compliance with student health requirements. We use Providence Health Clinic to provide free vaccine and immunization clinics at our school. During implementation, we will continue to provide a virtual informational meeting via Zoom for parents targeting Regional Center Support for Families, Mental Health - Identifying Needs in Children, Los Angeles Department of Mental Health - Crisis Response, and Helping You Navigate an IEP. Also, teachers train on and implement the *Responsive Classroom*, which aids in developing an academic environment that sets expectations in the classroom conducive to developing capacity in young leaders. The *Council in Schools* program strengthens the classroom/school culture and strategically addresses student socio-emotional needs through formalized, structured classroom discussion. Fenton provides service learning for students to support an asset-driven education focused on valuing family culture, wisdom, family languages, and history, and offering cultural fluency to support student and family physical, emotional, and mental health. This includes classroom brainstorming to identify community needs and academic connections to these needs. Once a community service project is identified, students implement it and focus on reflection and evaluation of the experience. Fenton has common community projects by grade level and works with a community partner to implement services, for example, at the Villa Scalabrini Retirement Home or Burbank Animal Shelter. In addition to community projects, Fenton also implements project-based learning tied to asset-driven and strength-based practice, such as using the Engineering Design Process to solve real-world problems.

**A Commitment to Racially Just and Restorative School Climates.** Fenton is reexamining our PBIS framework to identify behavior intervention and aligned policies and procedures, while providing teacher professional development to address restorative practices embedded in the PBIS framework.

Our school has recorded “0” expulsions and less than 0.2% suspensions as part of this commitment. We have a full-time Registered Behavior Technician (RBT) to support behavior de-escalation and prepare behavior plans. Fenton has created a School Behavior Team that includes the RBT, the School Psychologist, the School Counselor, an Administrator, and a Special Education teacher. Our intervention plan supports a restorative school climate. A Coordination of Services Team (COST) meeting will be scheduled as soon as any intervention is needed. COST helps design a plan, working with the parent and other family members as needed. If the situation requires a higher level of involvement due to extreme behaviors or the student is very limited academically, then a student study team (SST) meeting is planned. Usually, the SST has special education consultants who can make decisions to further assess for special needs. Services work closely with parents/guardians and seek community-driven services and resources to assist students rather than using punitive measures.

**A Commitment to Powerful, Culturally Proficient, and Relevant Instruction.** Our school is incorporating multicultural awareness activities into our curricula while providing opportunities to learn about and honor cultures. Fenton has a multicultural fair each year where the community gets to come and share their culture via food, dress, and arts (music/dance). We celebrate diversity monthly through social studies lessons (Hispanic Heritage, African American, Asian American, Women’s History, and Inclusion, specifically for students with disabilities). Fenton Avenue Charter School has implemented new reading and mathematics curricula with a specific requirement of project-based learning in each classroom. A focus on teacher professional learning will be engaging with community-driven and project-based instruction to support student learning.

**A Commitment to Shared Decision Making and Participatory Practices.** Fenton uses four governing councils that recommend policies and programs to the Board of Directors. Most school decisions are guided by these recommendations. All governing councils review, modify, and adopt school plans, new curricula, materials, and school culture to improve student learning and school success. Parents and community members join advisory committees that support the councils and the Board: the Community School Committee created during our planning year, the English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) at all five Fenton charter schools. This meets monthly to review the planning process and prepare for implementation services.

## 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
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<p>Fenton continues the established position of Director of Community Schools across all five Fenton Charter Schools and transitions the role of the current Family Center Director to become the Community School Coordinator at Fenton Avenue Charter School by August 2024.</p>	<p>-Annual performance reviews are completed for both positions each year to ensure that duties and responsibilities are being successfully completed. The Director of Community Schools will be reviewed by the Fenton Avenue Charter Schools Chief Executive Officer and the Community School Coordinator by the school Director (Principal) and Community School Director.</p> <p>- If positions become open, job searches will prioritize qualified candidates from the surrounding community or demographically similar communities, and jobs will be posted widely to ensure a diverse pool of candidates.</p>
<p>Fenton Charter School will develop a long-term sustainability plan by the end of the 2024-25 school year to ensure continuing funding after the five-year state implementation funding ends.</p>	<p>- Director of Community Schools will work with the CSC, the Director (Principal), and the Fenton administrative team to develop a long-term sustainability plan targeting public and private fundraising while aligning existing funding to support the community school. This will be updated yearly depending on ongoing fundraising success and service needs as defined in the annual Community School Implementation Plan.</p> <p>- The Fenton CEO and Chief Operating Officer (COO) will regularly review funding opportunities working with partners and consultants to find those aligned with community school objectives and resources for students and families. Fenton will support new funding for community school growth and programming from the range of federal, state, and private fundraising detailed below.</p> <p>- Establish a private sector fundraising plan during Year 1 of implementation led by the CSC working with the CS Director.</p>

## Key Staff/Personnel

Name and Title	Responsibilities
<p>Richard Parra, Director of Community Schools, shared equally across all five Fenton Charter Schools- 0.2 FTE at Fenton Avenue Charter School (FACS)</p>	<p>Oversight and supervision of all community school services and partnerships, both across all five Fenton schools and at FACS. Works to establish and develop community partners with services and development of MOUs reviewed, signed, and executed each year with services detailed in the Implementation Plan.</p>



CCSPP: Fenton Avenue Charter School Implementation Plan

Tony Peña, FACS Community School Coordinator (full-time position at Fenton Avenue Charter School) (changed title from Family Center Director in community school implementation).	Provides day-to-day oversight of all community school services and resources while working with staff, students, parents, and community partners. Leads the annual assets and needs assessment working with the entire school community and the community school implementation plan updates working with the Community School Director. Co-facilitates meetings of the Community School Committee (with the School Director). Work with the Community School Director to develop new community partners and maintain current partnerships. Coordinates all parent classes and resources at Fenton. Oversees the Family Center and fundraising and helps coordinate community school events.
David Riddick, Fenton Charter Schools Chief Executive Officer	Oversight of all community school services across all five Fenton schools. Main liaison to the Board of Directors regarding community school matters at monthly meetings. Direct supervision of the Community School Director.
Jason Gonzalez, Fenton Charter Schools Chief Operating Officer	Direct support of the CEO in managing Fenton Charter Schools oversight of community school implementation services, with a focus on sustainability and aligning existing school funding to meet the needs of students and families.
Monica Castaneda, Fenton Avenue Charter School (FACS) Director (Principal)	Leads meetings and participates in the school's four governing councils and advisory committees while working with teachers to lead professional development and curriculum implementation related to academics, SEL, and community school implementation. Co-facilitation of school governing board and advisory committee meetings while working with the Coordinator to develop and expand student, parent, and community partner participation.
Juan Gomez, FACS Administrative Coordinator	Participates in all four councils and leads the English Language Advisory Committee. Helps lead professional development with English Learner compliance and testing.
Paige Piper, FACS Administrative Coordinator	Participates in all four councils and leads the School Site Council. Helps lead professional development in all state testing and compliance.
Veronica Ramos, FACS School Attendance Manager	Monitors all attendance records and compliance documentation. Provides monitoring of students who are at risk of being chronically absent. Provides data to administration to support intervention and provides information for suggested programming to improve student attendance and family engagement.
Mercedes Meeks, FACS Expanded Learning Coordinator	Oversees the ELO-P program. Plans and coordinates after-school events and field trips, and monitors enrollment and attendance in all after-school programs while working with our third-party vendors and our primary expanded learning partner, Think Together.

Ivan Hernandez, School Counselor	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on immediate needs based on student, family, or staff needs.
Lleana Venegas and Monet Hendricks, School Psychologists	Provide formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on an as needed basis. Also a member of the behavior team.

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

Our long-term sustainability plan for the community school will have key strands described below. The first is blending and braiding existing funding streams already present while using Fenton Charter Management Organization (CMO) and LEA staff expertise to align funding to support community school services. The use of braided funds from existing funding will be supported by results demonstrated over the next five years of CCSPP funding at our school on the effectiveness of our community school resources on student achievement. This effectiveness has a strong research base (see, for example, Maier et al. 2017) that well-implemented community schools with strong participation and support from the community can lead to improving student outcomes, particularly in the fields of attendance, academic achievement, and grade progression leading to high school graduation and postsecondary success.

The yearly process for reviewing school funding streams will be led by the Fenton Charter Schools CEO and COO, working with the Community School Director, FACS Director (Principal), and CSC. This team will review funding each year when establishing and finalizing the school budget. This process will include recommendations by the governing councils (with parents as members) as well as the advisory committees at Fenton. Our school will also seek funds to hire more Development support to spearhead community school fundraising over the next five years, from our current \$25,000 per year to over \$100,000 per year.

Existing funding to be reviewed and considered for sustainability will evolve over the five years of implementation funding but will potentially include the following.

- The **Expanded Learning Opportunities Program (ELOP)** funding is already in place at FACS and targets the academic, social, emotional, and physical needs of students. It will be used to support expanded community school services in the after-school hours each school day.
- **21st Century Community Learning Centers** (federal funding for grades TK-8) and **After School Education & Safety (ASES)** (state funding for grades TK-8) also provide academic enrichment, college and career readiness, and family literacy support that can be used in the evening and weekend hours to better meet the needs of families.
- Repurposing **Local Control Funding Formula (LCFF)** funds, particularly supplemental grants to serve high-need students such as English Learners, low-income students, and foster youth.

The federal **Full-Service Community Schools** Program (FSCS) operated by the U. S. Department of Education is not currently implemented at FACS but will be reviewed and considered for submission of an application and potential funding due to its strong alignment with our community school and services during implementation. Other potential competitive U.S. Department of Education funding for consideration include **School Climate Transformation** funds to enhance or expand PBIS

and social-emotional learning resources. As well, the **Mental Health Service Professional Demonstration Grant Program** and the **School-Based Mental Health Services Grant Program** provided critical mental health resources that align well with the community school model.

Other state and local funds considered for application and new awards during implementation to support long-term sustainability for integrated student supports in community schools include:

- **Universal Prekindergarten** funds support LEAs that serve kindergarten students.
- **Medi-Cal** funds are available through the Billing Option program and Schools Medi-Cal Administrative Activities Program (CA Department of Health Care Services). These programs reimburse LEAs for direct and administrative services. Fenton will work to partner with the LA County Departments of Public Health and Mental Health to start and expand Medi-Cal billing programs as a sustainability measure at our community school.
- California state funding through CDE for adult education funding (the **California Adult Education Program**) to serve parents and community members with needed basic literacy, citizenship, and GED preparation support.

Additional funds that FACS will review and potentially utilize during the CCSPP funding period and afterward if still available include the **Multi-Tiered Systems of Support (MTSS)** program, which provides state funding for services that support academic, behavioral, social and emotional learning and mental health supports for students. The **California Universal Meals Program** provides additional funding for school meals, while the state **Educator Effectiveness Block Grant** supports educators' professional development, and the **Community Engagement Initiative** supports LEA's capacity to develop and maintain school-community partnerships.

Fenton will work to explore and, if possible, expand additional federal funding for community school sustainability beyond the Full-Service Community Schools program discussed above. These resources potentially include **Title I** (to support low-income students and families) and **Title II** (to improve teacher and principal quality) federal funds. Federal formula funds sub awarded by the California Department of Education (CDE) to consider for sustainability when available can include, for example, **Title I, Part A** schoolwide or targeted programs and **Title IV, Part A** (formula funds directly to LEAs).

Our charter school will also seek long-term sustainability through private funding. Our existing funders and supporters include essential school-driven fundraising led by the Community School Coordinator at our school. Fenton is interested in reviewing requirements for expanded fundraising during implementation, but this is at a preliminary stage and will be expanded during implementation.

## 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
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As guided by the Fenton Community School Director and CSC, our community school will expand strategic community partnerships by a planned 2-3 partnerships each year of implementation in response to the gap analysis revised each year. Finalized MOUs will be executed by the end of each implementation year.	<ul style="list-style-type: none"> <li>- The Community School Committee will define the highest priority partnerships to support students and parents guided by parent and student feedback in surveys and leadership positions. This will be completed by December 2024 and then prior to the beginning of each implementation year beginning in August 2025 for Year 2.</li> <li>-The CS Coordinator will engage with potential partners for services and support.</li> <li>-Partnerships will be finalized with MOUs reviewed yearly.</li> </ul>
Committed partners demonstrate involvement and active participation in services and support of the Fenton community school each implementation year.	<ul style="list-style-type: none"> <li>-Partners will attend Community School Committee meetings (both for across all 5 Fenton LEAs and at FACS) to share services and participate in decision-making.</li> <li>-The CSC will maintain weekly regular communication with partners via email, texts and social media posts regarding community school activities, as documented weekly in a tracking Excel sheet and Calendar.</li> </ul>

*Describe 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:*

Fenton's current partnering agencies include 9 Dots (coding), Rally in the Valley, Young Storytellers, Vision to Learn mobile eye clinic, Providence Community Clinic, codeSpark Academy, Independent School Alliance, and the Foundation for Early Childhood Education. In addition to assessing needs and gaps, we conduct annual asset mapping of our surrounding community to identify key resources and partners. The CSC is building new partnerships to address gaps in support that are identified during planning, and this process will continue during implementation. The Coordinator is a key liaison between partners and families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

Based on our planning period, we plan to establish additional partnerships to meet the needs of students and families. As refined in planning and utilized during each year of implementation, Fenton community partnerships are directly responsive to the vision and priorities of all community stakeholders. These are established during annual surveys of staff, students, and parents completed in the spring of each year. Parents will join regular Community School Committee meetings to review needs based on the Needs Analysis updated each year and recommend potential partnerships with community agencies defined in the updated Assets Map for Fenton's surrounding community. This will be facilitated by the CSC, who will coordinate meetings and eventual MOUs with agencies for services working with the Community School Director. Community School deliverables (needs and potential community resources) in this Committee are also an important part of the LCAP process each year, where they are directly tied to school and family achievement goals and outcomes.

## 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 goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports offered to administrators, educators, classified staff, families, and other role groups as necessary. 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
Utilize educator professional development to provide an Appropriate Basic Condition of Learning (LCAP Goal 3) and Increase Student Achievement (LCAP Goal 1) through services for staff and parents/guardians that support community schools during each implementation year.	<ul style="list-style-type: none"> <li>-Provide regular and ongoing professional development (PD) throughout the year, with a particular focus on PD for high-need students (English Learners, those classified as MTSS Tiers 2-3, and others assessed as high need.</li> <li>- Lead Teachers for each grade level, including special education, to create pacing and assessment plans annually aligned to community school resources.</li> <li>- All teachers participate in monthly Instruction Council meetings to discuss PD and improve new plans to support the community school model.</li> </ul>
Increase meaningful and purposeful student, teacher, and parent engagement (LCAP Goal 2) via learning provided through professional development each implementation year for our community school.	<ul style="list-style-type: none"> <li>-PD activities for the community school are determined by advice and recommendations from governing councils and advisory committees (including the Community School Committee). PD is selected based on a review of student assessments, new community school programs, and policies implemented to support student and family achievement.</li> <li>-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute.</li> <li>-RampUp for student success professional development by Communities in Schools completed by teachers.</li> </ul>

Fenton leverages technical assistance to support our community school implementation from the Los Angeles County Office of Education, which offers quarterly professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

We also address the Four Key Conditions for Learning in our community school development and implementation:

Supportive environmental conditions that foster strong relationships and community.

- Fenton provides a Family Service Director (who will become the Community School Coordinator during implementation) to engage with parents during school hours and communicate regarding opportunities for services and involvement at Fenton. Our School Social Worker offers individual and group counseling for students, with emotional support and coping strategies to help students build resilience. She assists with attendance monitoring to combat chronic absenteeism and works with families to overcome barriers to attendance.
- Our school, in implementation, seeks to hire additional Teacher Aides (with a target of one for every classroom) to promote more individualized learning with students.
- Fenton has anti-bullying campaigns and restorative justice practices. Our school provides trainings, professional development, and resources to support families to understand and exercise their legal rights and advocate for their students. Professional development for teachers targets behavior management and program alignment of the MTSS and PBIS models. Staff receive training in trauma-informed and community challenges such as equity and diversity.

Productive instructional strategies that support motivation, competence, and self-directed learning.

- Our school uses both informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and stakeholder feedback to create strong relationships among teachers and with students and family members. These include Goal-setting meetings in August and February in which teachers and administrators meet to set and measure progress on community school goals annually that inform the Local Control and Accountability Plan (LCAP) and Implementation Plan revisions.
- Professional development activities are determined by the advisory councils/committees and are selected based on a review of student assessments, new programs, and policies being implemented or the specific curricular needs of students. During implementation, we will provide expanded professional development for paraprofessionals in supporting academic and behavioral needs in the classroom and to support families.

Social and emotional learning that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.

- Fenton offers socioemotional and behavioral supports for students, such as Mutt-i-Grees lessons and integration of the Second Step program. This will include lessons on gaining confidence, making good choices, and supporting students in building good peer relationships in and out of the classroom. This is supported by aligned teacher professional development for both Mutt-i-Grees and Second Step, expanded during implementation. As

well, selected staff (such as special education staff) complete annual Nonviolent Crisis Intervention Training.

- Expanding programming: offering after-school tutoring, sports, and additional activities
- Increasing communication: awareness of before/after school and summer programming

Systems of support that enable healthy development, respond to student needs, and address learning barriers.

- Fenton implements multi-tiered systems of support to maximize resources for students most in need while addressing the academic, behavioral, and socioemotional needs of students. Following the MTSS model, service classifications move from Tier 1 (serving all students) through Tier 2 (targeted support individually and in small groups) to Tier 3 (intensive one-on-one supports to students and families in high need).

## 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
Educators will better understand the roots and practical effects of community learning through professional development completed during the 2024-25 school year. Parents and students will understand how community resources provided through partnerships on the school campus can support student learning and well-being. All school groups will understand the importance of collaborative decision-making and leadership for a successful community school.	-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute in Year 1 of implementation. This will be summarized and reviewed prior to the beginning of each year of implementation. -RampUp for student success professional development by Communities in Schools completed by teachers in Years 1 and 2 of implementation.
Teachers will continue professional development in culturally responsive teaching methods, including classroom management and cultural sensitivity, throughout the 2024-25 school year. We use Explicit Direct Instruction, Kagan Cooperative Learning Structures, and PBIS to guide teacher PD and instruction.	- Teachers form specific student groups to maximize learning for each subject based on personality charts, data, and collaboration skills. - Students are given direct instruction on specific lessons. Prior to beginning the collaborative learning groups, each teacher checks for understanding by randomly selecting students using any of the following methods (student

	names on sticks or a digital random selector from a computer displayed on the smart board). - Teachers also review the rules created using PBIS and have students chant or repeat classroom rules daily. The classroom rules are generated by the foundation of the school's PBIS model and student input.
Train all teachers on The Responsive classroom in the 2024-25 school year, with continued training as required in subsequent years. Continue training and implementing Mutt-i-grees throughout the 2024-25 school year and subsequent implementation years.	-Train teachers annually on Responsive classrooms. Implement this evidence-based approach in the classroom setting and align it to the school-wide Positive Behavior Intervention model. -Continue to partner with Yale University and Mutt-i-grees to implement the most recent research on the impact of caring for animals and the effect on positive social-emotional learning. -Provide teachers time monthly to share and update the program lessons used or being developed.
Begin training on the specifics of the Engineering Design Process in science and math during the 2024-25 school year. Our math curriculum i-Ready Math is created with this design in mind. We will continue this training during 2024-25 and 2025-26.	-Provide continued professional development on the current math program. Add professional development on the details of Engineering Design to better understand the math program lessons. Find and adopt a science curriculum with the same approach by 2026.

## 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/Indicator
Fenton staff, parents, and partners will align community school implementation services	- The Community School Committee approves and provides recommendations each	As per outcome measures established by CDE, Fenton will report on baseline and



CCSPP: Fenton Avenue Charter School Implementation Plan

with the goals, outcomes, and activities that comprise the Local Control and Accountability Plan (LCAP) updated each year by our community school. This will be reviewed and finalized by the SSC by the start of each implementation year.	quarter for activities to be included in the LCAP that align with specific LCAP goals and outcomes.	improvement measures each year of implementation through whole school numbers and student subgroups. - School Attendance rates - Chronic absenteeism rates - Proficiency for 4th grade, using CAASPP standardized tests for English Language Arts and Mathematics - Pupil suspension and expulsion rates - School climate surveys
The Fenton Community School Implementation Plan will be updated each year in the spring to reflect evolving needs data and community assets as demonstrated in the revised Assets Map each year.	- Community School Committee meetings (the Fenton CMO Steering Committee and the Fenton Committee) will work with partners to review services for alignment with the Needs Assessment in quarterly meetings. -The CSC and Director will update the Plan with approved services each year. - Community School activities will align with LCAP goals and outcomes, while LCAP metrics will inform activities selected in the Implementation Plan	In addition, local measures of progress will be assessed each year, including: - the Number of Community School Committee meetings each year - the number of parents participating in Leadership positions (membership in school governing council or advisory committee) - the number of parents involved in community school activities - Yearly evaluation plan assessment - Asset Map and Needs Assessment is updated each year.
Fenton will create an evaluation plan during the 2024-25 school year to be updated each subsequent year prior to the start of Implementation with the baselines and improvements in meeting the outcomes and indicators described at right.	-Fenton will use the Illuminate system to gather achievement data by school and selected subgroups in the spring of each implementation year. - The CSC will work with the School Director (Principal) to gather information on the number of meetings, leadership positions for parents/family members, and participation in activities. - The CSC will lead the Asset Map and Needs Assessment review in quarterly meetings each year, working with the CS Director.	

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:**

## **Fenton Charter Leadership Academy IMPLEMENTATION PLAN**

### **School Site Contact Information**

Fenton Charter Leadership Academy  
8926 Sunland Blvd  
Sun Valley, CA 91352  
David Riddick, Chief Executive Officer, and Jennifer Miller, Director  
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Fenton Charter Leadership Academy (formerly known as the Fenton Academy for Social and Emotional Learning) is located in Sun Valley (part of the east San Fernando Valley) in the city of Los Angeles. The school opened in 2015 as an independent and direct funded charter school serving students and families in grades K-5. Fenton Charter Leadership Academy seeks to create an environment that is safe and caring, with the philosophy of social and emotional learning infusing all aspects of school, community engagement, and home life. Students, staff, parents, and the immediate community participate in activities that teach and reinforce SEL skills to promote, encourage, and ultimately ensure academic, social, and emotional success for all students.

Our charter school serves TK-6 grades students and families (2022-23) that are 86.1% Hispanic, with 21.3% classified as English Learners and 14.8% as Students with Disabilities. With an enrollment of 310 students in 2022-23, 81.3% of enrolled Fenton students are classified as socioeconomically disadvantaged (compared to 61.5% across the state), and 81.3% are unduplicated students.

Our school is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments. Assessments are used to: identify students and subgroups who need additional instruction or intervention, prescribe a re-teaching or intervention focus for individual students, identify professional development needs, and target school resources.

Our school will increase parent and family awareness by teaching and communicating our academic structure and the successful results we achieve. This will include increasing family engagement

through additional opportunities for parents to visit the campus and participate in workshops and informational sessions. Parents and community partners will share power through leadership in decision-making committees (Parent Advocacy Committee, School Site Council, and the Fenton Charter Public Schools (FCPS) CMO-level Community Schools Advisory Committee). Parents will partner in their student's academic success while our staff and families will access professional development on important community school initiatives and resources, including mental health topics such as trauma, bullying, behavior disorders, and positive intervention and support.

## 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 developmental plans for ensuring these values are reflected in community schools work.*

The mission of Fenton Charter Leadership Academy (FCLA) is to nurture the development of responsible, thoughtful citizens in an increasingly interdependent global society by creating environments in which students are challenged to explore, create, and make decisions while actively participating in and being accountable for their learning. Given our mission-driven focus on social and emotional learning for our students and families, a community school model offers a unique opportunity to appropriately support our community. The students of FCLA will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards. Students, parents, and employees will model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity within our community school. The FCLA community will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to our school.

## 1. Racially-just, relationship-centered spaces

Fenton Charter Leadership Academy prioritizes the creation of a positive school climate while bringing the entire school community together and valuing the diverse cultures that make up our community. We promote services and activities to make our school racially just while nurturing senses of caring and belonging and promoting an identity-safe environment. In doing so, our entire school community upholds a *Commitment to Racially Just and Restorative School Climates (Cornerstone Commitment)*. Fenton's multi-tiered system of supports (MTSS) framework includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness essential for community school success. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). We employ a full-time (shared with Fenton STEM) School Counselor, School Psychologist, and an Acceleration Specialist to build relationship-centered spaces for our students, as these staff members work closely with the Family Center Director, who is becoming the Community School Coordinator in implementation. The Acceleration Specialist is a trained reading intervention teacher who works with teachers and with students individually or in small groups to analyze data and find reading gaps. Our school also provides special blocks of time to address learning gaps (reading intervention time).

## 2. Shared Power

Fenton continues to practice an inclusive governance structure established through our creation as an independent, direct funded charter school. This process also reflects our transformation into a community school as described in this Plan, with active staff involvement and participation by students, parents, and community members in decision-making. Full-time, exempt employees are required to participate in governance, and all part-time and non-exempt employees, parents, and community members are encouraged to participate, demonstrating our *commitment to shared decision-making and participatory practices (cornerstone commitment)*. This unique governance structure stems from the initial charter conversion of our original charter school (Fenton Avenue Charter School) in 1993 and continues to ensure a highly responsible and knowledgeable staff and school community. It includes four governing committees that recommend policies and programs to the Board of Directors, with most school decisions guided by these recommendations. All councils and committees review, modify, and adopt school plans, new curricula, materials, and school culture strategies to improve student learning and school success. All council/committee approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval.

Parents and community members join advisory committees that support the councils and the Board: the Community School Steering Committee created during our planning year, the English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) from all five Fenton charter schools. This meets monthly to review planning and will support implementation services. It will integrate recommendations into the yearly LCAP process to ensure community school services align with student achievement goals and outcomes.

Students, parents, and staff also complete surveys each year to reflect opinions on needed resources and services for the school community. This information directly impacts the decisions and recommendations of the committees and councils. Information to complete surveys is supported by videos to staff, students, and families to gather input on needed services. Information is sent to parents translated into Spanish and made available via Zoom, YouTube, Facebook, Instagram, and X (formerly Twitter). Annual school climate surveys are sent out to families through email and text messages with reminders to ease access and completion rates.

The Family Center Director (who will become the Community School Coordinator- CSC) has worked in planning to develop a collaborating agency process. This formalizes partnerships with memoranda of understanding (MOU) outlining Fenton's and partners' responsibilities and expectations for services and resources provided as part of the community school and is co-signed by Fenton and partners' leadership. This MOU process (need assessment, selections of partners with appropriate services to meet needs, meetings to determine how services can be provided, draft MOUs reviewed by the partners and the Fenton Charter Schools Community School Committee (comprising members from all five Fenton schools), with the finalization of services and MOUs that will be used in implementation.

### **3. Classroom-community connections**

Fenton Charter Leadership has a robust staff dedicated both full and part-time to community school engagement and support of our families. Our Family Center Director (CSC) works with our PBIS Administrative Coordinator, Attendance Manager, and School Nurse to assist the Community School Director (CSD), who serves all five Fenton schools, with parent engagement. This includes the production and dissemination of a weekly newsletter regarding school resources, events, and activities open to families. The School Director (Principal) sends frequent phone and text messages to all student homes to maintain this communication. Further family engagement includes grade-level parent orientation meetings during the first few weeks of school, while families attend parent/teacher conferences formally twice a year and informally as needed by each student.

Our school hosts monthly family and community events that feature a mix of academic content (e.g., Family Math Night) with culturally relevant entertainment and food to incentivize participation. We offer financial literacy workshops for families to support their stability and job potential, typically in the evenings and weekends. Fenton provides a Family Center for parents and community members that will be at the heart of community school implementation services, with a schedule that includes classes for technology, English as a Second Language (ESL), financial literacy, and parenting skills such as behavior management. The Center engages with partners and communicates with and supports parents. The Extended Learning Opportunity Program (ELO-P) at Fenton provides enrichment services before or after school and on Saturdays. Services include community field trips for students and "parent and me" classes, in which parents work hands-on with their children on topics such as reading, math, and cooking/healthy eating.

An important part of family engagement is parent and family volunteer efforts, and Fenton has developed a well-honed process for involvement, with a sign-up process provided through our Parent Volunteer Handbook that provides 30-50 parent volunteers per year at our school and with direct recruitment for parent participation in decision-making councils and advisory committees.

Teachers conduct parent conferences in the fall and spring to review student progress, with monthly progress reports disseminated to report student progress. They also send out at least weekly classroom announcements or direct messages to parents using the ClassDojo app. Our school has monthly student awards assemblies to recognize positive citizenship, achievement, work habits, and attendance. In-person orientation meetings support parents before the school year begins, while other events include Back to School Night (August) and winter performances and shows that bring families on campus. There are special events such as Math Night, Science Night, and Multicultural Night, that bring together parents and children. Fenton has an Open House in the spring where a culmination of activities is displayed in each classroom and around the school.

Students and families complete surveys twice yearly in the fall and spring to identify needs and gaps in resources to be addressed with partners. Fenton engages our current and prospective community partners through social media and email updates, as well as monthly Community School Committee meetings to which each partner is invited. Beyond these meetings, the CSC works one-on-one with each partner to plan integration and alignment of relevant services into the community school, based on the Needs Analysis our school completed during planning and which will be updated each implementation year. Current collaborating agencies with which we work form the foundation of classroom-community connections and include 9 Dots (coding), Rally in the Valley, Young Storytellers, Vision to Learn mobile eye clinic, Providence Holy Cross Medical Center, codeSpark Academy, Independent School Alliance, The Jester and Pharley Phund, Sun Valley Park and Rec Center, and the Foundation for Early Childhood Education.

The CSC builds on this foundation in implementation with new partnerships to address gaps in support that have been identified during planning. The Coordinator will be a key liaison between partners and students/families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

#### **4. A focus on continuous improvement**

Our focus takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. We use informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys from students, parents, and staff, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback that includes community input described above in *Shared Power*.

Fenton Charter Leadership Academy uses specific methods to share best practices and improve teaching practices. At goal setting in August and February, teachers and administrators meet one-on-one to set and measure progress on goals annually. The school also uses a peer observation model called “Earned Increase Walkthroughs” twice yearly. In these observations, administrators, faculty representatives, and/or lead teachers do 5-minute walkthroughs in each classroom and observe and document teaching based on four domains (Charlotte Danielson - four domains - Planning and Preparation, Learning Environment, Teaching, and Learning Experience), with an assessment report for each observed teacher. Fenton uses a lesson observation model where teachers at each grade level observe each other teaching a lesson (30-45 minutes) they want to share. They meet afterward to discuss feedback and best practices. All new teachers receive observation twice a year doing a full lesson as part of the probationary status period (the first two years of teaching at any Fenton school).

Services and supports for students that demonstrate this focus on continuous improvement include:

- **Acceleration Instructional Model (AIM) Time** is a daily 40-minute period where Fenton students engage in accelerated learning to achieve essential standards of their grade level. During AIM, students work on materials at their level to ensure that they have the necessary prerequisite skills to achieve the learning objectives. Students may be receiving intervention, additional on-level support, or even enrichment during this time.
- A **Professional Learning Community (PLC)** framework began in 2022-23 and will continue through community school implementation. Fenton grade-level teams work to implement PLC cultural components, such as developing team norms, changing the format of grade-level meetings to focus on the four critical questions of the PLC process, creating common formative assessments, and conducting data chats. Building on this PLC framework, the Fenton Charter Schools leadership team of Principals and Teacher Leaders, supporting 28 Fenton administrators and teachers, participates in the California Principal Support Network led by Solution Tree. This supports greater implementation of professional learning community practices and ways to embed and sustain them for continuous student learning and equitable school systems with a focus on intervention/extension (RTI) systems of support.
- Fenton has implemented a school-wide **Acceleration Instructional Model (AIM)** beginning in 2022-23 with the dedicated position of Acceleration Specialist working with students during GLOW time. Students also take pre-assessments, mid-unit-assessments, and post-assessments to define academic needs and to provide feedback on support services. Along with the Acceleration Specialists, grade-level teams participate in data chat meetings to identify the most effective instructional strategies and to share best practices.
- Fenton uses **Illuminate** to collect, report, analyze, and interpret weekly data regarding student progress. We also use **iReady** for data tracking and analysis in reading and mathematics. These scores are uploaded to Illuminate for a different perspective on data analysis. All formative and summative classroom assessments are placed into Illuminate, including state assessment data such as ELPAC and CAASPP. Common reports include measuring the progress of significant subgroups and using proficiency levels to guide Multi-Tiered Systems of Support (MTSS) decisions. The data can be analyzed by student, class, grade level, or schoolwide to determine areas of strengths and needs. The ability to create custom reports allows educators to analyze data by measuring the progress of significant subgroups.
- **Professional development** and planning are determined by the advisory committees and governing councils working with teachers and are selected based on a review of student assessments, new programs, or specific student curricular needs. Fenton facilitates professional development on trauma-informed approaches to instruction, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports. We also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education. Teachers use 2-3 hours of planning time a week to review and address gaps in student data and to plan lessons. This time is also used as an alignment tool for each grade level.
- Our school leverages **technical assistance** from the LA County Office of Education, which offers professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start essential for continuous improvement. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

Fenton Charter Public Schools were identified as a "Gap-Buster" in the 2023 Stanford University Center for Research on Education Outcomes (CREDO) Report (2023) due to this focus on continuous improvement and results. According to the study, "Gap-busting" refers to schools that have been able to close the gap in achieved educational equity by ensuring minority and poverty students learn on par with or better than white peers. Fenton is identified as significantly improving outcomes for students in both Reading and Mathematics.

## 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.*

Fenton seeks to build upon the community school efforts begun during planning and will leverage our existing resources, including the Needs Analysis completed during planning and our Asset Map with potential resources and partnerships of benefit to our students and families. We will expand our involvement and communication with the following groups to ensure that our interest-holders deepen their involvement in the needs and assessment process as described below.

- **Parents and family members** will engage through ongoing activities that include Community School Committee meetings (monthly), ELAC meetings (each quarter), Coffee with the Principal (each month), Parent Advisory Committee meetings (each month), and climate surveys and needs assessments completed twice yearly in the fall and spring.
- **Students** will engage through Student Council meetings held monthly. 3-6 graders complete the California Healthy Kids survey each year. They are also elected to leadership positions on the Community Schools Committee, which includes students from four of the five Fenton charter schools (as Fenton Primary Center only serves grades TK- 2) and meets each quarter.
- **Administrators and staff** complete professional development weekly, through seven extra days during the school year and two weeks in the summer, and use this time to review community school implementation needs and services. Administrators and staff also complete surveys each year and attend monthly Community School Committee meetings. **Community partners** attend Community School Committee meetings monthly and support with development of the needs assessment/gap analysis created each year.



Our school engages regularly with students and families from historically marginalized groups, so a critical need and service provided is professional development support in areas such as cultural awareness and indigenous groups using Kagan's Cooperative Learning Structures. Our goal is to support students in seeing each other for who they are while assisting our teachers to teach empathy. Fenton also works with parents and community partners to host multiple multicultural events on our campus, as discussed in detail below.

**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/Indicator you aim to improve
By the end of the 2024-25 school year, increase the number of community partnerships confirmed through signed MOUs by 2-3 to expand available resources for students and families based on Needs Analysis.	Review and finalize Memorandums of Understanding (MOUs) with 2-3 new community partners each year for services for families.
By the end of the 2024-25 school year, our charter school will successfully build out a functioning Coordination of Services Team (COST) and referral system based on the MTSS system in place.	Create a single, dedicated COST Coordinator (the Community School Director) and shared leadership among staff who meet weekly to identify students for supports based on MTSS assessments and refer them and family members for services.
By the end of the 2024-25 school year, strengthen health screenings and services (vision, dental, hearing, physical health) to meet required needs according to assessments.	Establish MOUs for quarterly visits to the school campus from health partners as well as referrals for community services.

New community school targets and programs that Fenton will establish during community school implementation will fall under the Four Pillars of Community Schools and directly relate to feedback received during planning from our parents, students, staff, and community partners.

**Integrated Student Supports.** Feedback through our Fenton Charter Leadership Academy planning survey indicated services that are needed or that are offered but need improvements, including positive behavioral supports, clothing and supplies, transportation, and nutrition services. Fenton will build more partnerships with mental health providers and develop expanded services, including continuing and expanding our multi-tiered system of supports (MTSS) framework that includes mental health services through a trauma-informed lens, healthcare services, physical fitness,

and social services to promote whole-child wellness. This will include increased community supportive services.

**Family and Community Engagement.** Family feedback through our planning survey demonstrates that a significant percentage of families responding agree that there is family input into core school operations, yet there is room for growth, which will be addressed in services and support during community school implementation. This includes family input into Curriculum and Planning (66.7% agree), Discipline Policies (61.3% agree), Operations (65.3% agree), Mission and Goals (66.7% agree), and Budget Planning (52%). Yet there is still significant room for family engagement improvement. Fenton will recruit more parents and family members to be involved in school advisory committees, as well as create questions related to these areas in school surveys. The results of these opinions will be part of the recommendations of the committees and councils to the Governing Board to ensure family engagement and student and parent voice in school decisions. As well, our community school will also host more monthly family and community events that feature a mix of academic content (e.g., Family Math Night) combined with culturally relevant entertainment and food to incentivize participation. Feedback indicates a need and interest in Community Emergency Response Team (CERT) training by the Los Angeles Fire Department, financial literacy workshops for families to support their stability, as well as start saving for college.

Likewise, existing and new community partners who provide services directly on campus and through community referrals and sign MOUs with our school will be invited to and requested to attend monthly Community School Steering Committee meetings attended by parents to detail services and explore ways to address family needs.

**Collaborative Leadership and Practices for Educators and Administrators.** Fenton will continue to utilize Solution Tree's Professional Learning Communities coaching academy, which will prepare teachers and staff to work collaboratively in recurring cycles of collective inquiry, action research, and continuous improvement to accelerate student learning. Fenton already does and will continue to facilitate professional development on trauma-informed approaches to instruction and student supports, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports when needed. We will support social-emotional improvements by incorporating behavior management training (the foundation of PBIS) as well as additional training in trauma-informed practices, cultural sensitivity, and addressing students with special needs. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). Additional social-emotional supports to deepen these relationships include Mutt-i-Grees lessons and the integration of the Second Step program into all classrooms. Fenton will also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education.

**Extended Learning Time** services to be implemented and expanded during Implementation include increased collaboration time between teachers and our partner Think Together's expanded learning staff so they align instructional components to accelerate student learning during and after school, rather than needing to offer remediation services during the school day. This is a high priority, as per our planning survey, the lowest Very/Somewhat Satisfied levels by our families are with summer programs and before and after school programs. Leveraged ASES and ELO-P funding provides academic, physical fitness, and enrichment services for students. Implementation will include developing aligned services for parents and family members, such as financial literacy workshops, as that is not possible with our current funding. Teachers work closely with extended learning staff to align instruction and academic supports to accelerate learning.

## 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.*

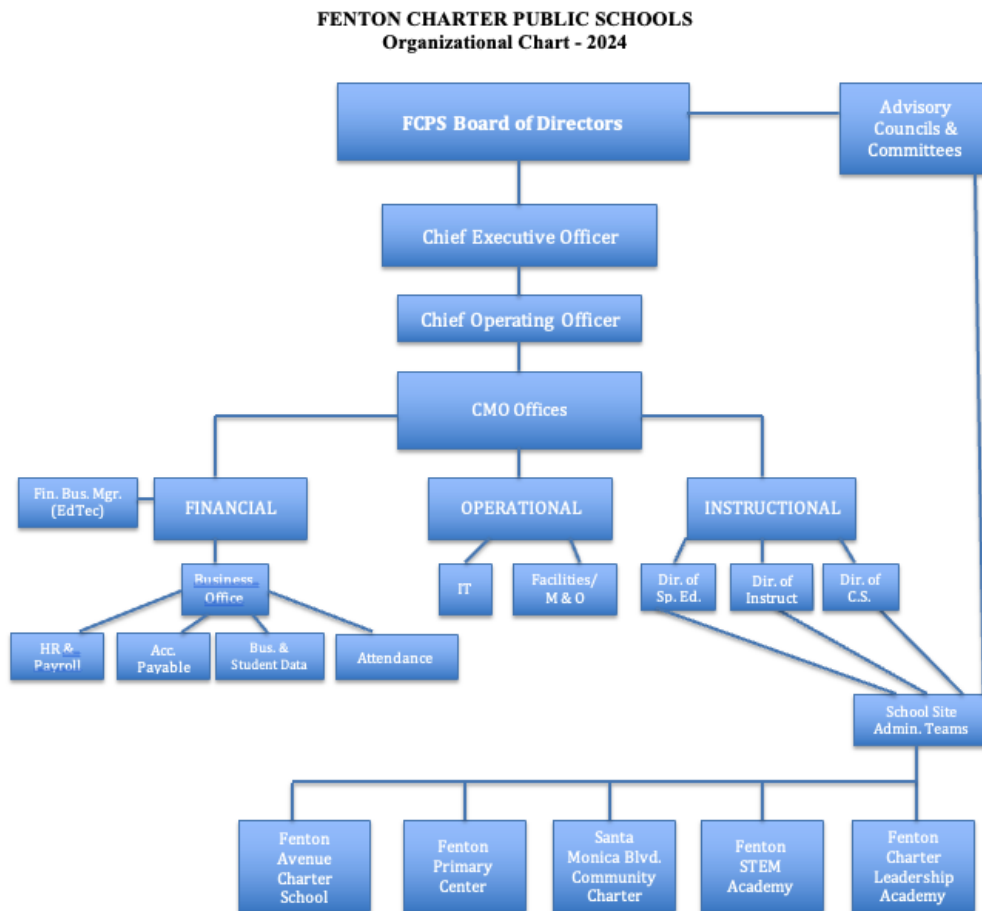
*Describe your goals for strengthening collaborative leadership.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Fenton Charter Public Schools (our Charter Management Organization overseeing our five charter school LEAs) will establish a system-level Steering Committee meeting quarterly by the end of 2024 to support school-level implementation and sustainability of the community school at Fenton Charter Leadership Academy.	<ul style="list-style-type: none"> <li>-Fenton Director of Community Schools will work with all the Community School Coordinators (CSCs), including at Fenton Charter Leadership Academy, to develop and facilitate a regular monthly Community School Committee schedule of meetings and agendas for discussion.</li> <li>-Community partners common across all five LEAs will be requested to regularly attend meetings.</li> <li>- Student and Parent Leaders from each charter school will be nominated and selected to the CS Committee each year in the fall to attend meetings.</li> <li>- Organize community events and services across all five community schools.</li> <li>-Align overall services and programs implemented across all five community schools with the LCAP created and updated by each school each school year.</li> </ul>
Fenton Charter Leadership Academy will review and assess the shared authority and advisory functions of the four governing councils and advisory committees on campus to ensure maximum participation by all school community members by the end of the 2024-25 school year.	<ul style="list-style-type: none"> <li>- Review and revise, as needed, the process for governing council review of advisory committee recommendations to streamline the implementation of recommendations from students, parents, and partners.</li> <li>-Clarify and streamline the process and timeline for decisions regarding community school recommendations at the Board of Directors level.</li> </ul>

<p>Fenton Charter Leadership Academy's site-level Community School Committee continues from planning and will meet quarterly throughout 2024-25 to review actions and services at the school and report to the larger Steering Committee regarding school initiatives.</p>	<ul style="list-style-type: none"> <li>- The Fenton Charter Leadership CSC will develop and calendar quarterly meetings at times most convenient for attendance by students, parents, and community partners.</li> <li>- The CSC will ensure appropriate notification of the school community of the meeting and of results agreed upon after the meetings via email, the school website, and social media notifications as appropriate.</li> <li>-The CSC, the Director (Principal), and the Community School Director, as available, will work together to facilitate the meetings while ensuring participation and feedback from school stakeholders.</li> </ul>
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*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):*



Not addressed in the organizational chart is the responsibility of the community school coordinator (CSC). The CSC will report to the director of community schools for all Fenton Charter Public Schools

and report monthly to the school's committees/councils (SSC and SCRC). All recommendations will be presented to the director of community schools.

## Strategy 4: Coherence: Policy and Initiative Alignment

*Establishing coherence and alignment across policies and initiatives is critical in 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.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure integration (through recommendations to the School Site Council) of the revised and updated community school implementation plan with the school LCAP revised and updated each year beginning in 2024-25. The community school implementation plan becomes part of the annual school improvement plan as defined in the LCAP.	<ul style="list-style-type: none"> <li>-Establish a clear timeline with required deadlines for LCAP recommendations to the School Site Council based on community school initiatives each year.</li> <li>-Ensure the participation of the Principal and at least one grade-level teacher in Community School Committee meetings while working directly with students, parents, and community partners.</li> </ul>
Fenton Charter Leadership Academy will review and assess the shared authority and advisory functions of the four governing councils and advisory committees on campus by the end of 2024 to ensure maximum participation by all school community members.	<ul style="list-style-type: none"> <li>-Establish a revised decision tree document with clear recommended flows of information from the advisory committees to the school governing boards and from the governing boards to the Board of Directors. This will include timelines and deadlines for the submission of recommendations and decisions based on the recommendations, and reasons for selection or declining to adopt each recommendation.</li> </ul>

Fenton has a strong commitment to the four Cornerstone Commitments that will be reflected in the implementation of our Community School:

**A Commitment to asset-driven and strength-based practice.** Fenton targets health as a strength-based practice. We have a full-time nurse assistant and contract PRN Nursing for school nurse and additional support in the training and paperwork essential for compliance with student health requirements. We use Providence Health Clinic to provide free vaccine and immunization clinics at our school. During implementation, we will continue to provide a virtual informational meeting via Zoom for parents targeting Regional Center Support for Families, Mental Health - Identifying Needs in Children, Los Angeles Department of Mental Health - Crisis Response, and Helping You Navigate an IEP. Also, teachers train on and implement the *Responsive Classroom*, which aids in developing an academic environment that sets expectations in the classroom conducive to developing capacity in

young leaders. The *Council in Schools* program strengthens the classroom/school culture and strategically addresses student socio-emotional needs through formalized, structured classroom discussion. Fenton provides service learning for students to support an asset-driven education focused on valuing family culture, wisdom, family languages and history and offering cultural fluency to support student and family physical, emotional, and mental health. This includes classroom brainstorming to identify community needs and academic connections to these needs. Once a community service project is identified, students implement it and focus on reflection and evaluation of the experience. Fenton has common community projects by grade level and works with a community partner to implement services, for example, at the Villa Scalabrini Retirement Home or Burbank Animal Shelter. In addition to community projects, Fenton also implements project-based learning tied to asset-driven and strength-based practice, such as using the Engineering Design Process to solve real-world problems.

**A Commitment to Racially Just and Restorative School Climates.** Fenton is reexamining our PBIS framework to identify behavior intervention and aligned policies and procedures, while providing teacher professional development to address restorative practices embedded in the PBIS framework. Our school has recorded “0” expulsions and less than 0.2% suspensions as part of this commitment. We have a full-time Registered Behavior Technician (RBT) to support behavior de-escalation and prepare behavior plans. Fenton has created a School Behavior Team that includes the RBT, the School Psychologist, the School Counselor, an Administrator, and a Special Education teacher. Our intervention plan supports a restorative school climate. A Coordination of Services Team (COST) meeting will be scheduled as soon as any intervention is needed. COST helps design a plan, working with the parent and other family members as needed. If the situation requires a higher level of involvement due to extreme behaviors or the student is very limited academically, then a student study team (SST) meeting is planned. Usually, the SST has special education consultants who can make decisions to further assess for special needs. Services work closely with parents/guardians and seek community-driven services and resources to assist students rather than using punitive measures.

**A Commitment to Powerful, Culturally Proficient, and Relevant Instruction.** Our school is incorporating multicultural awareness activities into our curricula while providing opportunities to learn about and honor cultures. Fenton has a multicultural fair each year where the community gets to come and share their culture via food, dress, and arts (music/dance). We celebrate diversity monthly through social studies lessons (Hispanic Heritage, African American, Asian American, Women’s History, and Inclusion, specifically for students with disabilities). Fenton teachers, led by the Fenton Charter Public Schools Instructional Coach, piloted several math programs for several months and selected the iReady Mathematics Curriculum while aligning with our existing iReady diagnostic assessments. Implementation began during the 2022-2023 school year. Preliminary results show an increase in mathematics growth. Teachers continue to receive professional development and support to better improve the use of the program and to support student learning in the classroom.

**A Commitment to Shared Decision Making and Participatory Practices.** Fenton uses four governing councils/committees that recommend policies and programs to the Board of Directors. Most school decisions are guided by these recommendations. All governing councils/committees review, modify, and adopt school plans, new curricula, materials, and school culture to improve student learning and school success. Parents and community members join advisory committees that support the councils and the Board: the Community School Committee created during our planning year, the English Language Advisory Committee (ELAC), the Parent Advocacy Committee, and the

School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) at all five Fenton charter schools. This meets monthly to review the planning process and prepare for implementation services.

## 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
Fenton continues the established position of Director of Community Schools across all five Fenton Charter Schools and transitions the role of the current Family Center Director to become the Community School Coordinator at Fenton Charter Leadership Academy by August 2024.	<ul style="list-style-type: none"> <li>-Annual performance reviews are completed for both positions each year to ensure that duties and responsibilities are being successfully completed. Director of Community Schools will be reviewed by the Fenton Charter Schools Chief Executive Officer and the Community School Coordinator by the school Director (Principal) and Community School Director.</li> <li>- If positions become open, job searches will prioritize qualified candidates from the surrounding community or demographically similar communities, and jobs will be posted widely to ensure a diverse pool of candidates.</li> </ul>
Fenton Charter Leadership Academy will develop a long-term sustainability plan by the end of the 2024-25 school year to ensure continuing funding after the five-year state implementation funding ends.	<ul style="list-style-type: none"> <li>- The Director of Community Schools will work with the CSC, the Director (Principal), and the Fenton administrative team to develop a long-term sustainability plan targeting public and private fundraising while aligning existing funding to support the community school. This will be updated yearly depending on ongoing fundraising success and service needs as defined in the annual Community School Implementation Plan.</li> <li>- The Fenton Charter Schools CEO and Chief Operating Officer (COO) will regularly review funding opportunities working with partners and consultants to find those aligned with community school objectives and resources for students and families. Fenton will support new funding for</li> </ul>

	community school growth and programming from the range of federal, state, and private fundraising detailed below. - Establish a private sector fundraising plan during Year 1 of implementation led by the CSC working with the CS Director.
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## Key Staff/Personnel

Name and Title	Responsibilities
Richard Parra, Director of Community Schools, shared equally across all five Fenton Charter Schools- 0.2 FTE at Fenton Charter Leadership Academy.	Oversight and supervision of all community school services and partnerships, both across all five Fenton schools and at Fenton Charter Leadership Academy. Works to establish and develop community partners with services and development of MOUs reviewed, signed, and executed each year with services detailed in the Implementation Plan.
Virginia Palma, Fenton Charter Leadership Academy Community School Coordinator (full-time position at Fenton Charter Leadership Academy) (changed title from Family Center Director in community school implementation).	Provides day-to-day oversight of all community school services and resources while working with staff, students, parents, and community partners. Leads the annual assets and needs assessment working with the entire school community and the community school implementation plan updates working with the Community School Director. Co-facilitates meetings of the Community School Committee (with the School Director). Work with the Community School Director to develop new community partners and maintain current partnerships. Coordinates all parent classes and resources at Fenton. Oversees the family center, fundraising, and helps coordinate community school events.
David Riddick, Fenton Charter Schools Chief Executive Officer	Oversight of all community school services across all five Fenton schools. Main liaison to the Board of Directors regarding community school matters at monthly meetings. Direct supervision of the Community School Director.
Jason Gonzalez, Fenton Charter Schools Chief Operating Officer	Direct support of the CEO in managing Fenton Charter Schools oversight of community school implementation services, with a focus on sustainability and aligning existing school funding to meet the needs of students and families.
Jennifer Miller, Fenton Charter Leadership Academy Director (Principal)	Leads meetings and participates in the school's four governing councils and advisory committees while working with teachers to lead professional development and curriculum implementation related to academics, SEL, and community school implementation. Co-facilitation of school governing board and advisory committee meetings while working with the Coordinator to develop and expand student, parent, and community partner participation.



## CCSPP: Fenton Charter Leadership Academy Implementation Plan

Jennifer Pimentel, Administrative Coordinator	Participates in all four councils and leads the School Site Council. Helps lead professional development with English Learner compliance and testing.
Cecilia Quijano, Administrative Coordinator	Participates in all four councils and leads the English Language Advisory Committee. Helps lead professional development in all state testing and compliance.
Amarjeet Gonzalez, Fenton Charter Leadership Academy School Attendance Manager	Monitors all attendance records and compliance documentation. Provides monitoring of students who are at risk of being chronically absent. Provides data to administration to support intervention and provides information for suggested programming to improve student attendance and family engagement.
Alejandra Muñoz, Fenton Charter Leadership Academy Expanded Learning Coordinator	Oversees the ELO-P program. Plans and coordinates after-school events, and field trips, and monitors enrollment and attendance in all after-school programs while working with our third-party vendors and our primary expanded learning partner, Think Together.
Melissa Allender, School Counselor	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on immediate needs based on student, family, or staff needs.
Ana Gutierrez, School Psychologist	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on an as needed basis. Also a member of the behavior team.

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

Our long-term sustainability plan for the community school will have key strands described below. The first is blending and braiding existing funding streams already present while using Fenton Charter Management Organization (CMO) and LEA staff expertise to align funding to support community school services. The use of braided funds from existing funding will be supported by results demonstrated over the next five years of CCSPP funding at our school on the effectiveness of our community school resources on student achievement. This effectiveness has a strong research base (see, for example, Maier et al. 2017) that well-implemented community schools with strong participation and support from the community can lead to improving student outcomes, particularly in the fields of attendance, academic achievement, and grade progression leading to high school graduation and postsecondary success.

The yearly process for reviewing school funding streams will be led by the Fenton Charter Schools CEO and COO, working with the Community School Director, the Fenton Charter Leadership Academy Director (Principal), and CSC. This team will review funding each year when establishing and finalizing the school budget. This process will include recommendations by the governing councils (with parents as members) as well as the advisory committees at Fenton. Our school will also seek funds to hire more Development support to spearhead community school fundraising over the next five years, from our current \$25,000 per year to over \$100,000 per year.

Existing funding to be reviewed and considered for sustainability will evolve over the five years of implementation funding but will potentially include the following.

- The **Expanded Learning Opportunities Program** (ELOP) funding is already in place at Fenton Charter Leadership Academy and targets the academic, social, emotional, and physical needs of students. It will be used to support expanded community school services in the after-school hours each school day.
- **21st Century Community Learning Centers** (federal funding for grades TK-8) and **After School Education & Safety** (ASES) (state funding for grades TK-8) also provide academic enrichment, college and career readiness, and family literacy support that can be used in the evening and weekend hours to better meet the needs of families.
- Repurposing **Local Control Funding Formula** (LCFF) funds, particularly supplemental grants to serve high-need students such as English Learners, low-income students, and foster youth.

The federal **Full-Service Community Schools** Program (FSCS) operated by the U. S. Department of Education is not currently implemented at Fenton Charter Leadership but will be reviewed and considered for submission of an application and potential funding due to its strong alignment with our community school and services during implementation. Other potential competitive U.S. Department of Education funding for consideration include **School Climate Transformation** funds to enhance or expand PBIS and social-emotional learning resources. As well, the **Mental Health Service Professional Demonstration Grant Program** and the **School-Based Mental Health Services Grant Program** provided critical mental health resources that align well with the community school model.

Other state and local funds considered for application and new awards during implementation to support long-term sustainability for integrated student supports in community schools include:

- **Universal Prekindergarten** funds support LEAs that serve kindergarten students.
- **Medi-Cal** funds are available through the Billing Option program and Schools Medi-Cal Administrative Activities Program (CA Department of Health Care Services). These programs reimburse LEAs for direct and administrative services. Fenton will work to partner with the LA County Departments of Public Health and Mental Health to start and expand Medi-Cal billing programs as a sustainability measure at our community school.
- California state funding through CDE for adult education funding (the **California Adult Education Program**) to serve parents and community members with needed basic literacy, citizenship, and GED preparation support.

Additional funds that Fenton will review and potentially utilize during the CCSPP funding period and afterward if still available include the **Multi-Tiered Systems of Support** (MTSS) program, which provides state funding for services that support academic, behavioral, social and emotional learning and mental health supports for students. The **California Universal Meals Program** provides additional funding for school meals, while the state **Educator Effectiveness Block Grant** supports educator professional development, and the **Community Engagement Initiative** supports LEA's capacity to develop and maintain school-community partnerships.

Fenton Charter Leadership Academy will work to explore and, if possible, expand additional federal funding for community school sustainability beyond the Full-Service Community Schools program discussed above. These resources potentially include **Title I** (to support low-income students and families) and **Title II** (to improve teacher and principal quality) federal funds. Federal formula funds sub awarded by the California Department of Education (CDE) to consider for

sustainability when available can include, for example, **Title I, Part A** schoolwide or targeted programs and **Title IV, Part A** (formula funds directly to LEAs).

Our charter school will also seek long-term sustainability through private funding. Our existing funders and supporters include essential school-driven fundraising led by the Community School Coordinator at our school. Fenton is interested in reviewing requirements for expanded fundraising during implementation, but this is at a preliminary stage and will be expanded during implementation.

## 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
As guided by the Fenton Community School Director and CSC, our community school will expand strategic community partnerships by a planned 2-3 partnerships each year of implementation in response to the gap analysis revised each year. Finalized MOUs will be executed by the end of each implementation year.	<ul style="list-style-type: none"> <li>- The Community School Committee will define the highest priority partnerships to support students and parents guided by parent and student feedback in surveys and leadership positions. This will be completed by December 2024 and then prior to the beginning of each implementation year beginning in August 2025 for Year 2.</li> <li>-The CS Coordinator will engage with potential partners for services and support.</li> <li>-Partnerships will be finalized with MOUs reviewed yearly.</li> </ul>
Committed partners demonstrate involvement and active participation in services and support of the Fenton community school through meetings and engaged contact with the CSC each implementation year.	<ul style="list-style-type: none"> <li>-Partners will attend Community School Committee meetings (both for across all 5 Fenton LEAs and at Fenton Charter Leadership Academy) to share services and participate in decision-making.</li> <li>-The CSC will maintain weekly regular communication with partners via email, texts and social media posts regarding community school activities, as documented weekly in a tracking Excel sheet and Calendar.</li> </ul>

*Describe 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:*

Fenton's current partnering agencies include 9 Dots (coding), Rally in the Valley, Young Storytellers, Vision to Learn mobile eye clinic, Providence Community Clinic, codeSpark Academy, Independent School Alliance, Jester and Pharley Phund, and the Foundation for Early Childhood Education. In addition to assessing needs and gaps, we conduct annual asset mapping of our surrounding community to identify key resources and partners. The CSC is building new partnerships to address gaps in support that are identified during planning, and this process will continue during implementation. The Coordinator is a key liaison between partners and families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

Based on our planning period, we plan to establish additional partnerships to meet the needs of students and families. As refined in planning and utilized during each year of implementation, Fenton community partnerships are directly responsive to the vision and priorities of all community stakeholders. These are established during annual surveys of staff, students, and parents completed in the spring of each year. Parents will join regular Community School Committee meetings to review needs based on the Needs Analysis updated each year and recommend potential partnerships with community agencies defined in the updated Assets Map for Fenton's surrounding community. This will be facilitated by the CSC, who will coordinate meetings and eventual MOUs with agencies for services working with the Community School Director. Community School deliverables (needs and potential community resources) in this Committee are also an important part of the LCAP process each year, where they are directly tied to school and family achievement goals and outcomes.

## 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 goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports offered to administrators, educators, classified staff, families, and other role groups as necessary. 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
Utilize educator professional development to provide an Appropriate Basic Condition of Learning (LCAP Goal 3) and Increase Student Achievement (LCAP Goal 1) through services for staff and parents/guardians that support community schools during each implementation year.	<ul style="list-style-type: none"> <li>-Provide regular and ongoing professional development (PD) throughout the year, with a particular focus on PD for high-need students (English Learners, those classified as MTSS Tiers 2-3, and other assessed as high need.</li> <li>- Lead Teachers for each grade level, including special education, to create pacing and assessment plans annually aligned to community school resources.</li> <li>- All teachers participate in monthly Instruction Committee</li> </ul>

	meetings to discuss PD and improve new plans to support the community school model.
Increase meaningful and purposeful student, teacher, and parent engagement (LCAP Goal 2) via learning provided through professional development each implementation year for our community school.	<p>-PD activities for community school are determined by advice and recommendations from governing councils and advisory committees (including the Community School Committee). PD is selected based on a review of student assessments, new community school programs, and policies implemented to support student and family achievement.</p> <p>-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute.</p> <p>-RampUp for student success professional development by Communities in Schools completed by teachers.</p>

Fenton leverages technical assistance to support our community school implementation from the Los Angeles County Office of Education, which offers quarterly professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

We also address the Four Key Conditions for Learning in our community school development and implementation:

Supportive environmental conditions that foster strong relationships and community.

- Fenton provides a Family Service Director (who will become the Community School Coordinator during implementation) to engage with parents during school hours and communicate regarding opportunities for services and involvement at Fenton. Our School Social Worker offers individual and group counseling for students, with emotional support and coping strategies to help students build resilience. She assists with attendance monitoring to combat chronic absenteeism and works with families to overcome barriers to attendance.
- Our school, in implementation, seeks to hire additional Teacher's Aides (with a target of one for every classroom) to promote more individualized learning with students.
- Fenton has anti-bullying campaigns and restorative justice practices. Our school provides trainings, professional development, and resources to support families to understand and exercise their legal rights and advocate for their students. Professional development for teachers targets behavior management and program alignment of the MTSS and PBIS models. Staff receive training in trauma-informed and community challenges such as equity and diversity.

Productive instructional strategies that support motivation, competence, and self-directed learning.

- Our school uses both informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and stakeholder feedback to create strong relationships among teachers and with students and family members. These include Goal-setting meetings in August and February in

which teachers and administrators meet to set and measure progress on community school goals annually that inform the Local Control and Accountability Plan (LCAP) and Implementation Plan revisions.

- Professional development activities are determined by the advisory committees and are selected based on a review of student assessments, new programs and policies being implemented, or the specific curricular needs of students. During implementation, we will provide expanded professional development for paraprofessionals in supporting with academic and behavioral needs in the classroom and to support families.

Social and emotional learning fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.

- Fenton offers socioemotional and behavioral supports for students, such as Mutt-i-Grees lessons and integration of the Second Step program. This will include lessons on gaining confidence, making good choices, and supporting students in building good peer relationships in and out of the classroom. This is supported by aligned teacher professional development for both Mutt-i-Grees and Second Step, expanded during implementation. As well, selected staff (such as special education staff) complete annual Nonviolent Crisis Intervention Training.
- Expanding programming: offering after-school tutoring, sports, and additional activities
- Increasing communication: awareness of before/after school and summer programming

Systems of support that enable healthy development, respond to student needs, and address learning barriers.

- Fenton implements multi-tiered systems of support to maximize resources for students most in need while addressing the academic, behavioral, and socioemotional needs of students. Following the MTSS model, service classifications move from Tier 1 (serving all students) through Tier 2 (targeted supports individually and in small groups) to Tier 3 (intensive one-on-one supports to students and families in high need).

## 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
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CCSPP: Fenton Charter Leadership Academy Implementation Plan

<p>Educators will better understand the roots and practical effects of community learning through professional development completed during the 2024-25 school year. Parents and students will understand how community resources provided through partnerships on the school campus can support student learning and well-being. All school groups will understand the importance of collaborative decision-making and leadership for a successful community school.</p>	<p>-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute in Year 1 of implementation. This will be summarized and reviewed prior to the beginning of each year of implementation.</p> <p>-RampUp for student success professional development by Communities in Schools completed by teachers in Years 1 and 2 of implementation.</p>
<p>Teachers will continue professional development in culturally responsive teaching methods, including classroom management and cultural sensitivity, throughout the 2024-25 school year. We use Explicit Direct Instruction, Kagan Cooperative Learning Structures, and PBIS to guide teacher PD and instruction.</p>	<p>- Teachers form specific student groups to maximize learning for each subject based on personality charts, data, and collaboration skills.</p> <p>- Students are given direct instruction on specific lessons. Prior to beginning the collaborative learning groups, each teacher checks for understanding by randomly selecting students using any of the following methods (student names on sticks or a digital random selector from a computer displayed on the smart board).</p> <p>- Teachers also review the rules created using PBIS and have students chant or repeat classroom rules daily. The classroom rules are generated by the foundation of the school's PBIS model and student input.</p>
<p>Train all teachers on The Responsive classroom in the 2024-25 school year, with continued training as required in subsequent years. Continue training and implementing Mutt-i-grees throughout the 2024-25 school year and subsequent implementation years.</p>	<p>-Train teachers annually on Responsive classrooms. Implement this evidence-based approach in the classroom setting and align it to the school-wide Positive Behavior Intervention model.</p> <p>-Continue to partner with Yale University and Mutt-i-grees to implement the most recent research on the impact of caring for animals and the effect on positive social-emotional learning.</p> <p>-Provide teachers time monthly to share and update the program lessons used or being developed.</p>
<p>Begin training on the specifics of the Engineering Design Process in math during the 2024-25 school year. Our math curriculum i-Ready Math is created with this design in mind. We will continue this training during 2024-25 and 2025-26.</p>	<p>-Provide continued professional development on the current math program. Add professional development on the details of Engineering Design to better understand the math program lessons. Find and adopt a science curriculum with the same approach by 2026.</p>

## 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/Indicator
Fenton Charter Leadership staff, parents, and partners will align community school implementation services with the goals, outcomes, and activities that comprise the Local Control and Accountability Plan (LCAP) updated each year by our community school. This will be reviewed and finalized by the SSC by the start of each implementation year.	- The Community School Committee approves and provides recommendations each quarter for activities to be included in the LCAP that align with specific LCAP goals and outcomes.	As per outcome measures established by CDE, Fenton will report on baseline and improvement measures each year of implementation through whole school numbers and by student subgroups. - School Attendance rates - Chronic absenteeism rates - Proficiency for 4th grade, using CAASPP standardized tests for English Language Arts and Mathematics
The Fenton Community School Implementation Plan will be updated each year in the spring to reflect evolving needs data and community assets as demonstrated in the revised Assets Map each year.	- Community School Committee meetings (the Fenton CMO Steering Committee and the Fenton Committee) will work with partners to review services for alignment with the Needs Assessment in quarterly meetings. -The CSC and Director will update the Plan with approved services each year. - Community School activities will align with LCAP goals and outcomes, while LCAP metrics will inform activities selected in the Implementation Plan	- Pupil suspension and expulsion rates - School climate surveys  In addition, local measures of progress will be assessed each year, including: - the Number of Community School Committee meetings each year - the number of parents participating in Leadership positions (membership in school governing council or advisory committee)



CCSPP: Fenton Charter Leadership Academy Implementation Plan

<p>Fenton will create an evaluation plan during the 2024-25 school year to be updated each subsequent year prior to the start of Implementation with the baselines and improvements in meeting the outcomes and indicators described at right.</p>	<ul style="list-style-type: none"> <li>-Fenton will use the Illuminate system to gather achievement data by school and selected subgroups in the spring of each implementation year.</li> <li>- The CSC will work with the School Director (Principal) to gather information on the number of meetings, leadership positions for parents/family members, and participation in activities.</li> <li>- The CSC will lead the Asset Map and Needs Assessment review in quarterly meetings each year, working with the CS Director.</li> </ul>	<ul style="list-style-type: none"> <li>- the number of parents involved in community school activities</li> <li>- Yearly evaluation plan assessment</li> <li>- Asset Map and Needs Assessment is updated each year.</li> </ul>
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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:**

## **Fenton Primary Center IMPLEMENTATION PLAN**

### **School Site Contact Information**

Fenton Primary Center  
11351 Dronfield Avenue  
Pacoima, CA 91331  
David Riddick, Chief Executive Officer, and Sirui Thomassian, Director  
Email: driddick@fentoncharter.net and rparra@fentoncharter.net  
Telephone: (818) 485-5194

Fenton Primary Center is located in Pacoima (part of the east San Fernando Valley) in the city of Los Angeles. Originally part of Fenton Avenue Charter School, it became an independent and direct funded charter school serving students and families in grades K-2 beginning in July 2008. In 2013, the Fenton Primary Center moved to its own 55,000-square-foot site just eight-tenths of a mile from Fenton Avenue. Fenton Avenue Charter School moved off the Modified Concept Six 163-day calendar for the first time in 20 years with the separation of grades kindergarten through second grades (Fenton Primary Center) from (Fenton Avenue Charter School). Both schools serve the original attendance area of Fenton Avenue Elementary and nearly the same demographic population. FPC serves the primary grades from the original elementary school, Fenton Avenue Charter School (FACS), which is located one mile away in Lake View Terrace.

Our charter school is committed to serving a wide range of students who require a rigorous program with acceleration, differentiated instruction, and depth and complexity. Our charter school serves TK-2 grades students and families (2022-23) that are 92.3% Hispanic, with 39.8% classified as English Learners and 12.6% as Students with Disabilities. With an enrollment of 532 students in 2022-23, 85.9% of enrolled Fenton students are classified as socioeconomically disadvantaged (compared to 61.5% across the state), and 89.2% are unduplicated students.

The charter school is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps our school to continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments. Assessments are used to identify students and subgroups who need additional instruction or intervention, prescribe a re-teaching or intervention focus for individual students, identify professional development needs, and target school resources.

Our school will increase parent and family awareness by teaching and communicating our academic structure and the successful results we achieve. This will include increasing family engagement through additional opportunities for parents to visit the campus and participate in workshops and informational sessions. Parents and community partners will share power through leadership in decision-making committees (Parent Advocacy Committee, School Site Committee, and the Fenton Charter Public Schools (FCPS) CMO-level Community Schools Advisory Committee). Parents will partner in their student's academic success while our staff and families will access professional development on important community school initiatives and resources, including mental health topics such as trauma, bullying, behavior disorders, and positive intervention and support.

Students will benefit from parents participating in school functions as a motivational tool to continue learning, as well as parental understanding of what the school is doing to support their children in achieving academic and social success. They will gain their own leadership opportunities in the community school to support increased school attendance and engagement.

## 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 developmental plans for ensuring these values are reflected in community schools work.*

The mission of Fenton Primary Center is successful student engagement and achievement, which our school community has determined can best be done within the framework of a community school. Our school community seeks innovative ways to improve the academic performance of all students, with a determination that the three major areas of need are improving English learner outcomes, quality parent engagement, and professional development for staff to implement the programs that Fenton Charter Public Schools organization has found to be very effective. These three goals will ensure a continued focus on the quality of education for all students. In reaching this vision, Fenton

Primary Center will integrate the four cornerstone commitments into implementation, including emphasizing an asset-based approach that equally values learning from community members while providing support to meet needs, ensuring a racially just and restorative school climate, culturally relevant instruction, and shared decision making with stakeholders. Our school will increase the collaboration of all our stakeholders through existing resources such as our Family Center, which provides opportunities for parents and community members to learn and grow, as a key component in our community school implementation plan.

### **1. Racially-just, relationship-centered spaces**

Fenton Primary Center prioritizes the creation of a positive school climate while bringing the entire school community together and valuing the diverse cultures that make up our community. We promote services and activities to make our school racially just while nurturing senses of caring and belonging and promoting an identity-safe environment. In doing so, our entire school community upholds a *Commitment to Racially Just and Restorative School Climates (Cornerstone Commitment)*. Fenton's multi-tiered system of supports (MTSS) framework includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness essential for community school success. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). We employ a full-time Counselor, a School Psychologist, and an Acceleration Specialist to build relationship-centered spaces for our students, as these staff members work closely with the Family Center Director, who is becoming the Community School Coordinator in implementation. The Acceleration Specialist is a trained reading intervention teacher who works with teachers and with students individually or in small groups to analyze data and find reading gaps. Our school also provides special blocks of time to address learning gaps (reading intervention time).

### **2. Shared Power**

Fenton continues to practice an inclusive governance structure established through our creation as an independent, direct funded charter school nearly nine years ago. This process also reflects our transformation into a community school as described in this Plan, with active staff involvement and participation by students, parents, and community members in decision-making. Full-time, exempt employees are required to participate in governance, and all part-time and non-exempt employees, parents, and community members are encouraged to participate, demonstrating our *commitment to shared decision-making and participatory practices (cornerstone commitment)*. This unique governance structure stems from the initial charter conversion of our original charter school (Fenton Avenue Charter School) in 1993 and continues to ensure a highly responsible and knowledgeable staff and school community. It includes four governing committees, now committees at Fenton Primary Center, that recommend policies and programs to the Board of Directors, with most school decisions guided by these recommendations. All committees review, modify, and adopt school plans, new curricula, materials, and school culture strategies to improve student learning and school success. All committee approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval.

Parents and community members join advisory committees that support the committees and the Board: the Community School Steering Committee created during our planning year, the English Language Advisory Committee (ELAC), the Parent Advocacy Committee (PAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters

regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) from all five Fenton charter schools. This meets monthly to review planning and will support implementation services. It will integrate recommendations into the yearly LCAP process to ensure that community school services align with student achievement goals and outcomes.

Students, parents, and staff also complete surveys each year to reflect opinions on needed resources and services for the school community. This information directly impacts the decisions and recommendations of the committees and councils. Information to complete surveys is supported by videos to staff, students, and families to gather input on needed services. Information is sent to parents translated into Spanish and made available via Zoom, YouTube, Facebook, Instagram, and X (formerly Twitter). Annual school climate surveys are sent out to families through email and text messages with reminders to ease access and completion rates.

The Family Center Director (who will become the Community School Coordinator- CSC) has worked in planning to develop a collaborating agency process. This formalizes partnerships with memoranda of understanding (MOU) outlining Fenton's and partners' responsibilities and expectations for services and resources provided as part of the community school and is co-signed by Fenton and partners' leadership. This MOU process (need assessment, selections of partners with appropriate services to meet needs, meetings to determine how services can be provided, draft MOUs reviewed by the partners and the Fenton Charter Schools Community School Committee (comprising members from all five Fenton schools), with the finalization of services and MOUs that will be used in implementation.

### **3. Classroom-community connections**

Fenton Primary Center has a robust staff dedicated both full and part-time to community school engagement and support of our families. Our CSC works with our PBIS Administrative Coordinator, Attendance Manager, and School Nurse to assist the Community School Director (CSD), who serves all five Fenton schools, with parent engagement. This includes the production and dissemination of a weekly newsletter regarding school resources, events, and activities open to families. The School Director (Principal) sends frequent phone and text messages to all student homes to maintain this communication. Further family engagement includes grade-level parent orientation meetings during the first few weeks of school, while families attend parent/teacher conferences formally twice a year and informally as needed by each student.

Our school hosts monthly family and community events that feature a mix of academic content (e.g., Family Math Night) with culturally relevant entertainment and food to incentivize participation. We offer financial literacy workshops for families to support their stability and job potential, typically in the evenings and weekends. Fenton provides a Family Center for parents and community members that will be at the heart of community school implementation services, with a schedule that includes classes for technology, English as a Second Language (ESL), financial literacy, and parenting skills such as behavior management. The Center engages with partners and communicates with and supports parents. The Extended Learning Opportunity Program (ELO-P) at Fenton Primary Center provides enrichment services before or after school and on Saturdays. Services include community

field trips for students and “parent and me” classes. in which parents work hands-on with their children on topics such as reading, math, and cooking/healthy eating.

An important part of family engagement is parent and family volunteer efforts, and Fenton has developed a well-honed process for involvement, with a sign-up process provided through our Parent Volunteer Handbook that provides 30-50 parent volunteers per year at our school and with direct recruitment for parent participation in decision-making committees and advisory committees.

Teachers conduct parent conferences in the fall and spring to review student progress, with monthly progress reports disseminated to report student progress. They also send out at least weekly classroom announcements or direct messages to parents using the ClassDojo app. Our school has monthly student awards assemblies to recognize positive citizenship, achievement, work habits, and attendance. In-person orientation meetings support parents before the school year begins, while other events include Back to School Night (August) and winter performances and shows that bring families on campus. There are special events such as Math Night, Science Night, and Multicultural Night, that bring together parents and children. Fenton has an Open House in the spring where a culmination of activities is displayed in each classroom and around the school.

Students and families complete surveys twice yearly in the fall and spring to identify needs and gaps in resources to be addressed with partners. Fenton engages our current and prospective community partners through social media and email updates, as well as monthly Community School Committee meetings to which each partner is invited. Beyond these meetings, the CSC works one-on-one with each partner to plan integration and alignment of relevant services into the community school, based on the Needs Analysis our school completed during planning and which will be updated each implementation year. Current collaborating agencies with which we work form the foundation of classroom-community connections and include Child Family Guidance Center (mental health support), Volunteers of America (preschool and kindergarten transitioning), LA City Rec and Park (Hubert Humphrey Park), Mission College (Child Development and Teacher Preparation), Vision to Learn mobile eye clinic, Providence Holy Cross Medical Center, Big Smiles Dental (mobile dentist), California State University, Northridge (teacher preparation, interns, and student teacher placement), and Boys and Girls Club of San Fernando Valley.

The CSC builds on this foundation in implementation with new partnerships to address gaps in support that have been identified during planning. The Coordinator will be a key liaison between partners and students/families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

#### **4. A focus on continuous improvement**

Our focus takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. We use informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys from students, parents, and staff, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback that includes community input described above in *Shared Power*.

Fenton Primary Center uses specific methods to share best practices and improve teaching practices. At goal setting in August and February, teachers and administrators meet one-on-one to set and

measure progress on goals annually. The school also uses a peer observation model called “Earned Increase Walkthroughs” twice yearly. In these observations, administrators, faculty representatives, and/or lead teachers do 5-minute walkthroughs in each classroom and observe and document teaching based on four domains (Charlotte Danielson - four domains - Planning and Preparation, Learning Environment, Teaching, and Learning Experience), with an assessment report for each observed teacher. Fenton uses a lesson observation model where teachers at each grade level observe each other teaching a lesson (30-45 minutes) they want to share. They meet afterward to discuss feedback and best practices. All new teachers receive observation twice a year doing a full lesson as part of the probationary status period (the first two years of teaching at any Fenton school).

Services and supports for students that demonstrate this focus on continuous improvement include:

- **Growth and Learning Opportunity Window (GLOW)** is a daily 40-minute period where Fenton students engage in accelerated learning to achieve essential standards of their grade level. During GLOW, students are working on materials at their level to ensure that they have the necessary prerequisite skills to achieve the learning objectives. Students may be receiving intervention, additional on-level support, or even enrichment during this time.
- A **Professional Learning Community (PLC)** framework began in 2022-23 and will continue through community school implementation. Fenton grade-level teams work to implement PLC cultural components, such as developing team norms, changing the format of grade-level meetings to focus on the four critical questions of the PLC process, creating common formative assessments, and conducting data chats. Building on this PLC framework, the Fenton Charter Schools leadership team of Principals and Teacher Leaders, supporting 28 Fenton administrators and teachers, participates in the California Principal Support Network led by Solution Tree. This supports greater implementation of professional learning community practices and ways to embed and sustain them for continuous student learning and equitable school systems with a focus on intervention/extension (RTI) systems of support.
- Fenton has implemented a school-wide **Acceleration Instructional Model** beginning in 2022-23 with the dedicated position of Acceleration Specialist working with students during GLOW time. Students also take pre-assessments, mid-unit-assessments, and post-assessments to define academic needs and to provide feedback on support services. Along with the Acceleration Specialists, grade-level teams participate in data chat meetings to identify the most effective instructional strategies and to share best practices.
- Fenton uses **Illuminate** to collect, report, analyze, and interpret weekly data regarding student progress. We also use **iReady** for data tracking and analysis in reading and mathematics. These scores are uploaded to Illuminate for a different perspective on data analysis. All formative and summative classroom assessments are placed into Illuminate, including state assessment data such as ELPAC and CAASPP. Common reports include measuring the progress of significant subgroups and using proficiency levels to guide Multi-Tiered Systems of Support (MTSS) decisions. The data can be analyzed by student, class, grade level, or schoolwide to determine areas of strengths and needs. The ability to create custom reports allows educators to analyze data by measuring the progress of significant subgroups.
- **Professional development** and planning are determined by the advisory committees and governing committees working with teachers and are selected based on a review of student assessments, new programs, or specific student curricular needs. Fenton facilitates professional development on trauma-informed approaches to instruction, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports. We also participate in professional learning opportunities through the California Afterschool

Network and the Los Angeles County Office of Education. Teachers use 2-3 hours of planning time a week to review and address gaps in student data and to plan lessons. This time is also used as an alignment tool for each grade level.

- Our school leverages **technical assistance** from the LA County Office of Education, which offers professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start essential for continuous improvement. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

Fenton Charter Public Schools were identified as a "Gap-Buster" in the 2023 Stanford University Center for Research on Education Outcomes (CREDO) Report (2023) due to this focus on continuous improvement and results. According to the study, "Gap-busting" refers to schools that have been able to close the gap in achieved educational equity by ensuring minority and poverty students learn on par with or better than white peers. Fenton is identified as significantly improving outcomes for students in both Reading and Mathematics.

## 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.*

Fenton seeks to build upon the community school efforts begun during planning and will leverage our existing resources, including the Needs Analysis completed during planning and our Asset Map with potential resources and partnerships of benefit to our students and families. We will expand our involvement and communication with the following groups to ensure that our interest-holders deepen their involvement in the needs and assessment process described below.

- **Parents and family members** will engage through ongoing activities that include Community School Committee meetings (monthly), ELAC meetings (each quarter), Coffee with the Principal (each month), Parent Advisory Committee meetings (each month), and climate surveys and needs assessments completed twice yearly in the fall and spring.
- **Students** will engage through Student Council meetings held monthly through the election of 2nd graders as Student Leader Representatives.



- **Administrators and staff** complete professional development weekly, through seven extra days during the school year and two weeks in the summer, and use this time to review community school implementation needs and services. Administrators and staff also complete surveys each year and attend monthly Community School Committee meetings. **Community partners** attend Community School Committee meetings monthly and support with development of the needs assessment/gap analysis created each year.

Our school engages regularly with students and families from historically marginalized groups, so a critical need and service provided is professional development support in areas such as cultural awareness and indigenous groups using Kagan's Cooperative Learning Structures. Our goal is to support students in seeing each other for who they are while assisting our teachers to teach empathy. Fenton also works with parents and community partners to host multiple multicultural events on our campus, as discussed in detail below.

**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/Indicator you aim to improve
By the end of the 2024-25 school year, increase the number of community partnerships confirmed through signed MOUs by 2-3 to expand available resources for students and families based on Needs Analysis.	Review and finalize Memorandums of Understanding (MOUs) with 2-3 new community partners each year for services for families.
By the end of the 2024-25 school year, our charter school will successfully build out a functioning Coordination of Services Team (COST) and referral system based on the MTSS system in place.	Create a single, dedicated COST Coordinator (the Community School Director) and shared leadership among staff who meet weekly to identify students for supports based on MTSS assessments and refer them and family members for services.
By the end of the 2024-25 school year, strengthen health screenings and services (vision, dental, hearing, physical health) to meet required needs according to assessments.	Establish MOUs for quarterly visits to the school campus from health partners as well as referrals for community services for families.

New community school targets and programs that Fenton will establish during community school implementation will fall under the Four Pillars of Community Schools and directly relate to feedback received during planning from our parents, students, staff, and community partners.

**Integrated Student Supports.** Feedback through our Fenton Primary Center planning survey indicated services that are needed or that are offered but need improvements, and include Student healthcare, Positive Behavioral Supports, Family/Community Mental Health, Student Mental Health, and Parent Education. Fenton will build more partnerships with mental health providers and develop expanded services, including continuing and expanding our multi-tiered system of supports (MTSS) framework that includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness. This will include increased health screenings and services, mental health screenings and services, and counseling support.

**Family and Community Engagement.** Family feedback through our planning survey demonstrates that a significant percentage of families responding agree that there is family input into core school operations. This includes family input into Curriculum and Planning (64.4% agree), Discipline Policies (64.9% agree), Operations (65.4% agree), and Mission and Goals (64.9% agree). Yet there is still room for family engagement improvement with all of these, particularly with Budget Planning at 57.6%, which is the lowest level. Fenton will recruit more parents and family members to be involved in school advisory committees, as well as create questions related to these areas in school surveys. Results will be part of the recommendations of the committees and councils to the Governing Board to ensure family engagement and student and parent voice in school decisions. As well, our community school will also host more monthly family and community events that feature a mix of academic content (e.g., Family Math Night) combined with culturally relevant entertainment and food to incentivize participation. Feedback indicates a need and interest in Community Emergency Response Team (CERT) training by the Los Angeles Fire Department, financial literacy workshops for families to support their stability, as well as start saving for college.

Likewise, existing and new community partners who provide services directly on campus and through community referrals and sign MOUs with our school will be invited to and requested to attend monthly Community School Steering Committee meetings attended by parents to detail services and explore ways to address family needs.

**Collaborative Leadership and Practices for Educators and Administrators.** Fenton will continue to utilize Solution Tree's Professional Learning Communities coaching academy, which will prepare teachers and staff to work collaboratively in recurring cycles of collective inquiry, action research, and continuous improvement to accelerate student learning. Fenton already does and will continue to facilitate professional development on trauma-informed approaches to instruction and student supports, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports when needed. We will support social-emotional improvements by incorporating behavior management training (the foundation of PBIS) as well as additional training in trauma-informed practices, cultural sensitivity, and addressing students with special needs. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). Additional social-emotional supports to deepen these relationships include Mutt-i-Grees lessons and the integration of the Second Step program into all classrooms. Fenton will also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education.

**Extended Learning Time** services to be implemented and expanded during Implementation include increased collaboration time between teachers and our partner Think Together's expanded learning staff so they align instructional components to accelerate student learning during and after

school, rather than needing to offer remediation services during the school day. Leveraged ASES and ELO-P funding provides academic, physical fitness, and enrichment services for students. Implementation will include developing aligned services for parents and family members, such as financial literacy workshops, as that is not possible with our current funding. Teachers work closely with extended learning staff to align instruction and academic supports to accelerate learning.

### 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.*

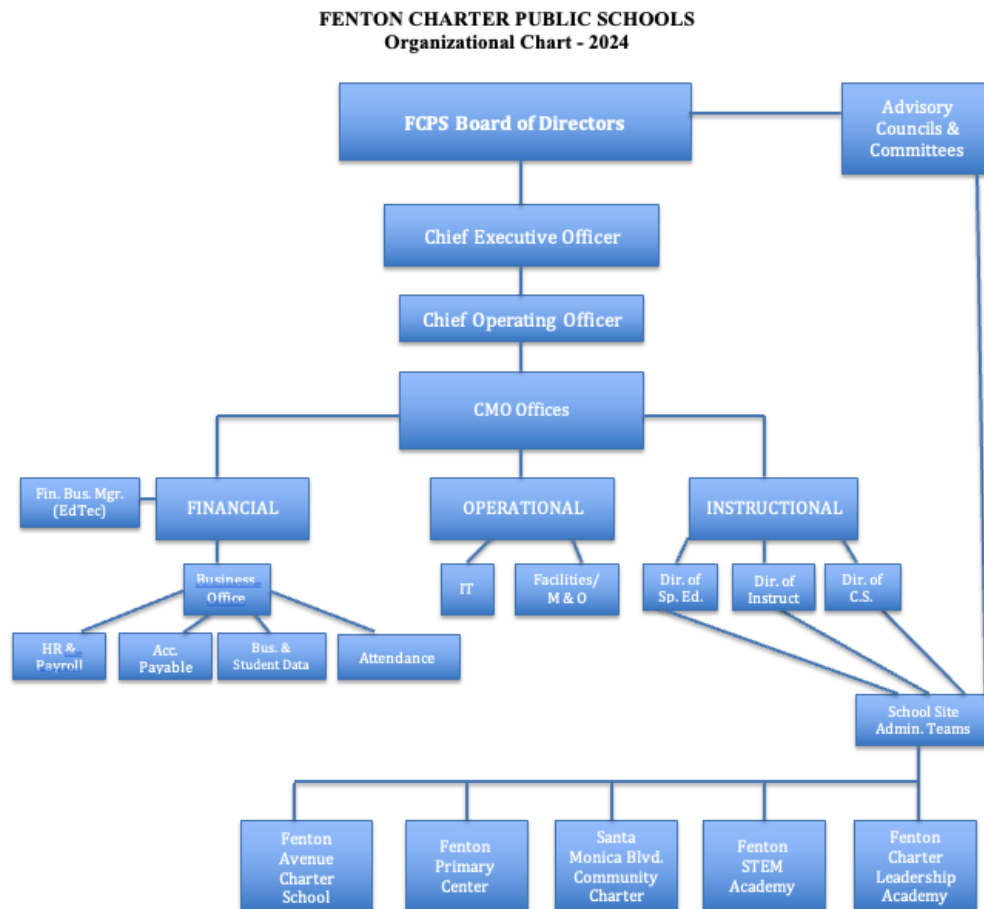
*Describe your goals for strengthening collaborative leadership.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Fenton Charter Public Schools (our Charter Management Organization overseeing our five charter school LEAs) will establish a system-level Steering Committee meeting quarterly by the end of 2024 to support school-level implementation and sustainability of the community school at Fenton Primary Center.	<ul style="list-style-type: none"> <li>-Fenton Director of Community Schools will work with all the Community School Coordinators (CSCs), including at Fenton Primary Center, to develop and facilitate a regular monthly Community School Committee schedule of meetings and agendas for discussion.</li> <li>-Community partners common across all five LEAs will be requested to regularly attend meetings.</li> <li>- Student and Parent Leaders from each charter school will be nominated and selected to the CS Committee each year in the fall to attend meetings.</li> <li>- Organize community events and services across all five community schools.</li> <li>-Align overall services and programs implemented across all five community schools with the LCAP created and updated by each school each school year.</li> </ul>
Fenton Primary Center will review and assess the shared authority and advisory functions of the four governing committees and advisory	- Review and revise, as needed, the process for governing committees review of advisory committee recommendations to streamline the implementation of recommendations from students, parents, and partners.

committees on campus to ensure maximum participation by all school community members by the end of the 2024-25 school year.	-Clarify and streamline the process and timeline for decisions regarding community school recommendations at the Board of Directors level.
Fenton Primary Center's site-level Community School Committee continues from planning and will meet quarterly throughout 2024-25 to review actions and services at the school and report to the larger Steering Committee regarding school initiatives.	<ul style="list-style-type: none"> <li>- The Fenton Primary Center CSC will develop and calendar quarterly meetings at times most convenient for attendance by students, parents, and community partners.</li> <li>- The CSC will ensure appropriate notification of the school community of the meeting and of results agreed upon after the meetings via email, the school website, and social media notifications as appropriate.</li> <li>-The CSC, the Director (Principal), and the Community School Director, as available, will work together to facilitate the meetings while ensuring participation and feedback from school stakeholders.</li> </ul>

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



Not addressed in the organizational chart is the responsibility of the community school coordinator (CSC). The CSC will report to the director of community schools for all Fenton Charter Public Schools and report monthly to the school's committees/councils (SSC and SCRC). All recommendations will be presented to the director of community schools.

## Strategy 4: Coherence: Policy and Initiative Alignment

*Establishing coherence and alignment across policies and initiatives is critical in 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.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure integration (through recommendations to the School Site Council) of the revised and updated community school implementation plan with the school LCAP revised and updated each year. The community school implementation plan becomes part of the annual school improvement plan as defined in the LCAP.	<ul style="list-style-type: none"> <li>-Establish a clear timeline with required deadlines for LCAP recommendations to the School Site Council based on community school initiatives each year.</li> <li>-Ensure the participation of the Principal and at least one grade-level teacher in Community School Committee meetings while working directly with students, parents, and community partners.</li> </ul>
Fenton Primary Center will review and assess the shared authority and advisory functions of the four governing committees and advisory committees on campus by the end of 2024 to ensure maximum participation by all school community members.	<ul style="list-style-type: none"> <li>-Establish a revised decision tree document with clear recommended flows of information from the advisory committees to the school governing boards and from the governing boards to the Board of Directors. This will include timelines and deadlines for the submission of recommendations and decisions based on the recommendations, and reasons for selection or declining to adopt each recommendation.</li> </ul>

Fenton has a strong commitment to the four Cornerstone Commitments that will be reflected in the implementation of our Community School:

**A Commitment to asset-driven and strength-based practice.** Fenton targets health as a strength-based practice. We have a full-time nurse assistant and a shared school nurse with the use of PRN Nursing for additional support in the training and paperwork essential for compliance with student health requirements. We use Providence Health Clinic to provide free vaccine and immunization clinics at our school. During implementation, we will continue to provide a virtual informational meeting via Zoom for parents targeting Regional Center Support for Families, Mental Health - Identifying Needs in Children, Los Angeles Department of Mental Health - Crisis Response, and

Helping You Navigate an IEP. Also, teachers train on and implement the *Responsive Classroom*, which aids in developing an academic environment that sets expectations in the classroom conducive to developing capacity in young leaders. The *Council in Schools* program strengthens the classroom/school culture and strategically addresses student socio-emotional needs through formalized, structured classroom discussion. Fenton provides service learning for students to support an asset-driven education focused on valuing family culture, wisdom, family languages, and history, and offering cultural fluency to support student and family physical, emotional, and mental health. This includes classroom brainstorming to identify community needs and academic connections to these needs. Once a community service project is identified, students implement it and focus on reflection and evaluation of the experience. Fenton has common community projects by grade level and works with a community partner to implement services, for example, at the Villa Scalabrini Retirement Home or Burbank Animal Shelter. In addition to community projects, Fenton also implements project-based learning tied to asset-driven and strength-based practice, such as using the Engineering Design Process to solve real-world problems.

**A Commitment to Racially Just and Restorative School Climates.** Fenton Primary Center is reexamining our PBIS framework to identify behavior intervention and aligned policies and procedures, while providing teacher professional development to address restorative practices embedded in the PBIS framework. We have a full-time Registered Behavior Technician (RBT) to support behavior de-escalation and prepare behavior plans. Fenton Primary Center has created a School Behavior Team that includes the RBT, the School Psychologist, the School Counselor, an Administrator, and a Special Education teacher. Our intervention plan supports a restorative school climate. A Coordination of Services Team (COST) meeting will be scheduled as soon as any intervention is needed. COST helps design a plan, working with the parent and other family members as needed. If the situation requires a higher level of involvement due to extreme behaviors or the student is very limited academically, then a student study team (SST) meeting is planned. Usually, the SST has special education consultants who can make decisions to further assess for special needs. Services work closely with parents/guardians and seek community-driven services and resources to assist students rather than using punitive measures.

**A Commitment to Powerful, Culturally Proficient, and Relevant Instruction.** Our school is incorporating multicultural awareness activities into our curricula while providing opportunities to learn about and honor cultures. Fenton has a multicultural fair each year where the community gets to come and share their culture via food, dress, and arts (music/dance). We celebrate diversity monthly through social studies lessons (Hispanic Heritage, African American, Asian American, Women's History, and Inclusion, specifically for students with disabilities). Fenton teachers, led by the Fenton Charter Public Schools Instructional Coach, piloted several math programs for several months and selected the iReady Mathematics Curriculum while aligning with our existing iReady diagnostic assessments. Implementation began during the 2022-2023 school year. Preliminary results show an increase in mathematics growth. Teachers continue to receive professional development and support to better improve the use of the program and to support student learning in the classroom.

**A Commitment to Shared Decision Making and Participatory Practices.** Fenton Primary Center uses four governing committees that recommend policies and programs to the Board of Directors. Most school decisions are guided by these recommendations. All governing councils/committees review, modify, and adopt school plans, new curricula, materials, and school culture to improve student learning and school success. Parents and community members join advisory committees that support the committees and councils and the Board: the Community School Committee created

during our planning year, the English Language Advisory Committee (ELAC), the Parent Advocacy Committee (PAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) at all five Fenton charter schools. This meets monthly to review the planning process and prepare for implementation services.

## 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
Fenton continues the established position of Director of Community Schools across all five Fenton Charter Schools and transitions the role of the current Family Center Director to become the Community School Coordinator at Fenton Primary Center by August 2024.	<ul style="list-style-type: none"> <li>-Annual performance reviews are completed for both positions each year to ensure that duties and responsibilities are being successfully completed. The Director of Community Schools will be reviewed by the Fenton Charter Schools Chief Executive Officer and the Community School Coordinator by the school Director (Principal) and Community School Director.</li> <li>- If positions become open, job searches will prioritize qualified candidates from the surrounding community or demographically similar communities, and jobs will be posted widely to ensure a diverse pool of candidates.</li> </ul>
Fenton Primary Center will develop a long-term sustainability plan by the end of the 2024-25 school year to ensure continuing funding after the five-year state implementation funding ends.	<ul style="list-style-type: none"> <li>- The Director of Community Schools will work with the CSC, the Director (Principal), and the Fenton administrative team to develop a long-term sustainability plan targeting public and private fundraising while aligning existing funding to support the community school. This will be updated yearly depending on ongoing fundraising success and service needs as defined in the annual Community School Implementation Plan.</li> <li>- The Fenton Charter Schools CEO and Chief Operating Officer (COO) will regularly review funding opportunities working with partners and consultants to find those aligned with community school objectives and resources for students and</li> </ul>

	<p>families. Fenton will support new funding for community school growth and programming from the range of federal, state, and private fundraising detailed below.</p> <ul style="list-style-type: none"> <li>- Establish a private sector fundraising plan during Year 1 of implementation led by the CSC working with the CS Director.</li> </ul>
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## Key Staff/Personnel

Name and Title	Responsibilities
Richard Parra, Director of Community Schools, shared equally across all five Fenton Charter Schools- 0.2 FTE at Fenton Primary Center.	Oversight and supervision of all community school services and partnerships, both across all five Fenton schools and at Fenton Primary Center. Works to establish and develop community partners with services and development of MOUs reviewed, signed, and executed each year with services detailed in the Implementation Plan.
Laura Vasquez, Fenton Primary Center Community School Coordinator (full-time position at Fenton) (changed title from Family Center Director in community school implementation).	Provides day-to-day oversight of all community school services and resources while working with staff, students, parents, and community partners. Leads the annual assets and needs assessment working with the entire school community and the community school implementation plan updates working with the Community School Director. Co-facilitates meetings of the Community School Committee (with the School Director). Work with the Community School Director to develop new community partners and maintain current partnerships. Coordinates all parent classes and resources at Fenton. Oversees the Family Center and fundraising and helps coordinate community school events.
David Riddick, Fenton Charter Schools Chief Executive Officer	Oversight of all community school services across all five Fenton schools. Main liaison to the Board of Directors regarding community school matters at monthly meetings. Direct supervision of the Community School Director.
Jason Gonzalez, Fenton Charter Schools Chief Operating Officer	Direct support of the CEO in managing Fenton Charter Schools oversight of community school implementation services, with a focus on sustainability and aligning existing school funding to meet the needs of students and families.
Sirui Thomassian, Fenton Primary Center Director (Principal)	Leads meetings and participates in the school's four governing committees and advisory committees while working with teachers to lead professional development and curriculum implementation related to academics, SEL, and community school implementation. Co-facilitation of school governing board and advisory committee meetings while



	working with the Coordinator to develop and expand student, parent, and community partner participation.
Nicole Langlois, Assistant Director	Participates in all four committees and leads the English Language Advisory Committee. Helps lead professional development with English Learner compliance and testing.
Maria Reyes, Fenton Primary Center School Attendance Manager	Monitors all attendance records and compliance documentation. Provides monitoring of students who are at risk of being chronically absent. Provides data to administration to support intervention and provides information for suggested programming to improve student attendance and family engagement.
Jessi Tello, Fenton Primary Center Expanded Learning Coordinator	Oversees the ELO-P program. Plans and coordinates after-school events and field trips, and monitors enrollment and attendance in all after-school programs while working with our third-party vendors and our primary expanded learning partner, Think Together.
Paola Ramirez, School Counselor	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on immediate needs based on student, family, or staff needs.
Gloria Rangel, School Psychologist	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on an as needed basis. Also a member of the behavior team.

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

Our long-term sustainability plan for the community school will have key strands described below. The first is blending and braiding existing funding streams already present while using Fenton Charter Management Organization (CMO) and LEA staff expertise to align funding to support community school services. The use of braided funds from existing funding will be supported by results demonstrated over the next five years of CCSPP funding at our school on the effectiveness of our community school resources on student achievement. This effectiveness has a strong research base (see, for example, Maier et al. 2017) that well-implemented community schools with strong participation and support from the community can lead to improving student outcomes, particularly in the fields of attendance, academic achievement, and grade progression leading to high school graduation and postsecondary success.

The yearly process for reviewing school funding streams will be led by the Fenton Charter Schools CEO and COO, working with the Community School Director, Fenton Primary School Director (Principal), and CSC. This team will review funding each year when establishing and finalizing the school budget. This process will include recommendations by the governing councils (with parents as members) as well as the advisory committees at Fenton. Our school will also seek

funds to hire more Development support to spearhead community school fundraising over the next five years, from our current \$25,000 per year to over \$100,000 per year.

Existing funding to be reviewed and considered for sustainability will evolve over the five years of implementation funding but will potentially include the following.

- The **Expanded Learning Opportunities Program (ELOP)** funding is already in place at Fenton Primary Center and targets the academic, social, emotional, and physical needs of students. It will be used to support expanded community school services in the after-school hours each school day.
- **21st Century Community Learning Centers** (federal funding for grades TK-8) and **After School Education & Safety (ASES)** (state funding for grades TK-8) also provide academic enrichment, college and career readiness, and family literacy support that can be used in the evening and weekend hours to better meet the needs of families.
- Repurposing **Local Control Funding Formula (LCFF)** funds, particularly supplemental grants to serve high-need students such as English Learners, low-income students, and foster youth.

The federal **Full-Service Community Schools** Program (FSCS) operated by the U. S. Department of Education is not currently implemented at Fenton Primary Center but will be reviewed and considered for submission of an application and potential funding due to its strong alignment with our community school and services during implementation. Other potential competitive U.S. Department of Education funding for consideration include **School Climate Transformation** funds to enhance or expand PBIS and social-emotional learning resources. As well, the **Mental Health Service Professional Demonstration Grant Program** and the **School-Based Mental Health Services Grant Program** provided critical mental health resources that align well with the community school model.

Other state and local funds considered for application and new awards during implementation to support long-term sustainability for integrated student supports in community schools include:

- **Universal Prekindergarten** funds support LEAs that serve kindergarten students.
- **Medi-Cal** funds are available through the Billing Option program and Schools Medi-Cal Administrative Activities Program (CA Department of Health Care Services). These programs reimburse LEAs for direct and administrative services. Fenton will work to partner with the LA County Departments of Public Health and Mental Health to start and expand Medi-Cal billing programs as a sustainability measure at our community school.
- California state funding through CDE for adult education funding (the **California Adult Education Program**) to serve parents and community members with needed basic literacy, citizenship, and GED preparation support.

Additional funds that Fenton Primary Center will review and potentially utilize during the CCSPP funding period and afterward if still available include the **Multi-Tiered Systems of Support (MTSS)** program, which provides state funding for services that support academic, behavioral, social and emotional learning, and mental health supports for students. The **California Universal Meals Program** provides additional funding for school meals, while the state **Educator Effectiveness Block Grant** supports educators' professional development, and the **Community Engagement Initiative** supports LEA's capacity to develop and maintain school-community partnerships.

Fenton Primary Center will work to explore and, if possible, expand additional federal funding for community school sustainability beyond the Full-Service Community Schools program discussed above. These resources potentially include **Title I** (to support low-income students and families) and **Title II** (to improve teacher and principal quality) federal funds. Federal formula funds sub awarded by

the California Department of Education (CDE) to consider for sustainability when available can include, for example, **Title I, Part A** schoolwide or targeted programs and **Title IV, Part A** (formula funds directly to LEAs).

Our charter school will also seek long-term sustainability through private funding. Our existing funders and supporters include essential school-driven fundraising led by the Community School Coordinator at our school. Fenton is interested in reviewing requirements for expanded fundraising during implementation, but this is at a preliminary stage and will be expanded during implementation.

## 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
As guided by the Fenton Community School Director and CSC, our community school will expand strategic community partnerships by a planned 2-3 partnerships by the end of the 2024-25 school year and each subsequent year of implementation in response to the gap analysis revised each year. Finalized MOUs will be executed by the end of each implementation year.	<ul style="list-style-type: none"> <li>- The Community School Committee will define the highest priority partnerships to support students and parents guided by parent and student feedback in surveys and leadership positions. This will be completed by December 2024 and then prior to the beginning of each implementation year beginning in August 2025 for Year 2.</li> <li>-The CS Coordinator will engage with potential partners for services and support.</li> <li>-Partnerships will be finalized with MOUs reviewed yearly.</li> </ul>
Committed partners demonstrate involvement and active participation in services and support of the Fenton community school through meetings and engaged contact with the CSC.	<ul style="list-style-type: none"> <li>-Partners will attend Community School Committee meetings (both for across all 5 Fenton LEAs and at Fenton Primary) to share services and participate in decision-making.</li> <li>-The CSC will maintain weekly regular communication with partners via email, texts and social media posts regarding community school activities, as documented weekly in a tracking Excel sheet and Calendar.</li> </ul>

*Describe 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:*

Fenton's current partnering agencies include Child Family Guidance Center (mental health support), Volunteers of America (preschool and kindergarten transitioning), LA City Rec and Park (Hubert Humphrey Park), Mission College (Child Development and Teacher Preparation), Vision to Learn mobile eye clinic, Providence Holy Cross Medical Center, Big Smiles Dental (mobile dentist), California State University, Northridge (teacher preparation, interns, and student teacher placement), and Boys and Girls Club of San Fernando Valley. In addition to assessing needs and gaps, we conduct annual asset mapping of our surrounding community to identify key resources and partners. The CSC is building new partnerships to address gaps in support that are identified during planning, and this process will continue during implementation. The Coordinator is a key liaison between partners and families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

Based on our planning period, we plan to establish additional partnerships to meet the needs of students and families. As refined in planning and utilized during each year of implementation, Fenton community partnerships are directly responsive to the vision and priorities of all community stakeholders. These are established during annual surveys of staff, students, and parents completed in the spring of each year. Parents will join regular Community School Committee meetings to review needs based on the Needs Analysis updated each year and recommend potential partnerships with community agencies defined in the updated Assets Map for Fenton's surrounding community. This will be facilitated by the CSC, who will coordinate meetings and eventual MOUs with agencies for services working with the Community School Director. Community School deliverables (needs and potential community resources) in this Committee are also an important part of the LCAP process each year, where they are directly tied to school and family achievement goals and outcomes.

## 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 goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports offered to administrators, educators, classified staff, families, and other role groups as necessary. 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
Utilize educator professional development to provide an Appropriate Basic Condition of Learning (LCAP Goal 3) and Increase Student Achievement (LCAP Goal 1) through services for staff and parents/	-Provide regular and ongoing professional development (PD) throughout the year, with a particular focus on PD for high need students (English Learners, those classified as MTSS Tiers 2-3, and other assessed as high need.

guardians that support community schools in each implementation year	<ul style="list-style-type: none"> <li>- Lead Teachers for each grade level, including special education, to create pacing and assessment plans annually aligned to community school resources.</li> <li>- All teachers participate in monthly Instruction Committee meetings to discuss PD and improve new plans to support the community school model.</li> </ul>
Increase meaningful and purposeful student, teacher, and parent engagement (LCAP Goal 2) via learning provided through professional development each implementation year for our community school.	<ul style="list-style-type: none"> <li>-PD activities for the community school are determined by advice and recommendations from governing committees and advisory committees (including the Community School Committee). PD is selected based on a review of student assessments, new community school programs, and policies implemented to support student and family achievement.</li> <li>-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute.</li> <li>-RampUp for student success professional development by Communities in Schools completed by teachers.</li> </ul>

Fenton leverages technical assistance to support our community school implementation from the Los Angeles County Office of Education, which offers quarterly professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

We also address the Four Key Conditions for Learning in our community school development and implementation:

Supportive environmental conditions that foster strong relationships and community.

- Fenton provides a Family Center Director (who will become the Community School Coordinator during implementation) to engage with parents during school hours and communicate regarding opportunities for services and involvement at Fenton. Our School Social Worker offers individual and group counseling for students, with emotional support and coping strategies to help students build resilience. She assists with attendance monitoring to combat chronic absenteeism and works with families to overcome barriers to attendance.
- Our school, in implementation, seeks to hire additional Teacher's Aides (with a target of one for every classroom) to promote more individualized learning with students.
- Fenton has anti-bullying campaigns and restorative justice practices. Our school provides trainings, professional development, and resources to support families to understand and exercise their legal rights and advocate for their students. Professional development for teachers targets behavior management and program alignment of the MTSS and PBIS models. Staff receive training in trauma-informed and community challenges such as equity and diversity.

Productive instructional strategies that support motivation, competence, and self-directed learning.

- Our school uses both informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and stakeholder feedback to create strong relationships among teachers and with students and family members. These include Goal-setting meetings in August and February in which teachers and administrators meet to set and measure progress on community school goals annually that inform the Local Control and Accountability Plan (LCAP) and Implementation Plan revisions.
- Professional development activities are determined by the advisory committees and are selected based on a review of student assessments, new programs, and policies being implemented, or the specific curricular needs of students. During implementation, we will provide expanded professional development for paraprofessionals in supporting academic and behavioral needs in the classroom and to support families.

Social and emotional learning that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.

- Fenton offers socioemotional and behavioral supports for students, such as Mutt-i-Grees lessons and integration of the Second Step program. This will include lessons on gaining confidence, making good choices, and supporting students in building good peer relationships in and out of the classroom. This is supported by aligned teacher professional development for both Mutt-i-Grees and Second Step, expanded during implementation. As well, selected staff (such as special education staff) complete annual Nonviolent Crisis Intervention Training.
- Expanding programming: offering after-school tutoring, sports, and additional activities
- Increasing communication: awareness of before/after school and summer programming

Systems of support that enable healthy development, respond to student needs, and address learning barriers.

- Fenton implements multi-tiered systems of support to maximize resources for students most in need while addressing the academic, behavioral, and socioemotional needs of students. Following the MTSS model, service classifications move from Tier 1 (serving all students) through Tier 2 (targeted supports individually and in small groups) to Tier 3 (intensive one-on-one supports to students and families in high need).

## **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
Educators will better understand the roots and practical effects of community learning through professional development completed during the 2024-25 school year. Parents and students will understand how community resources provided through partnerships on the school campus can support student learning and well-being. All school groups will understand the importance of collaborative decision-making and leadership for a successful community school.	<ul style="list-style-type: none"> <li>-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute in Year 1 of implementation. This will be summarized and reviewed prior to the beginning of each year of implementation.</li> <li>-RampUp for student success professional development by Communities in Schools completed by teachers in Years 1 and 2 of implementation.</li> </ul>
Teachers will continue professional development in culturally responsive teaching methods, including classroom management and cultural sensitivity, throughout the 2024-25 school year. We use Explicit Direct Instruction, Kagan Cooperative Learning Structures, and PBIS to guide teacher PD and instruction.	<ul style="list-style-type: none"> <li>- Teachers form specific student groups to maximize learning for each subject based on personality charts, data, and collaboration skills.</li> <li>- Students are given direct instruction on specific lessons. Prior to beginning the collaborative learning groups, each teacher checks for understanding by randomly selecting students using any of the following methods (student names on sticks or a digital random selector from a computer displayed on the smart board).</li> <li>- Teachers also review the rules created using PBIS and have students chant or repeat classroom rules daily. The classroom rules are generated by the foundation of the school's PBIS model and student input.</li> </ul>
Train all teachers on The Responsive classroom in the 2024-25 school year, with continued training as required in subsequent years. Continue training and implementing Mutt-i-grees throughout the 2024-25 school year and subsequent implementation years.	<ul style="list-style-type: none"> <li>-Train teachers on Responsive classrooms. Implement this evidence-based approach in the classroom setting and align it to the school-wide Positive Behavior Intervention model.</li> <li>-Continue to partner with Yale University and Mutt-i-grees to implement the most recent research on the impact of caring for animals and the effect on positive social-emotional learning.</li> <li>-Provide teachers time monthly to share and update the program lessons used or being developed.</li> </ul>
Begin training on the specifics of the Engineering Design Process in math during the 2024-25 school year. Our math curriculum i-Ready Math is created with this design in mind. We will continue this training during 2024-25 and 2025-26.	<ul style="list-style-type: none"> <li>-Provide continued professional development on the current math program. Add professional development on the details of Engineering Design to better understand the math program lessons. Find and adopt a science curriculum with the same approach by 2026.</li> </ul>

## Strategy 9: Progress Monitoring and Possibility Thinking

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

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

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicator
Fenton Primary Center staff, parents, and partners will align community school implementation services with the goals, outcomes, and activities that comprise the Local Control and Accountability Plan (LCAP) updated each year by our community school. This will be reviewed and finalized by the SSC by the start of each implementation year.	- The Community School Committee approves and provides recommendations each quarter for activities to be included in the LCAP that align with specific LCAP goals and outcomes.	As per outcome measures established by CDE, Fenton will report on baseline and improvement measures each year of implementation through both whole school numbers and by student subgroups. - School Attendance rates - Chronic absenteeism rates - Pupil suspension and expulsion rates - School climate surveys
The Fenton Community School Implementation Plan will be updated each year in the spring to reflect evolving needs data and community assets as demonstrated in the revised Assets Map each year.	- Community School Committee meetings (the Fenton CMO Steering Committee and the Fenton Committee) will work with partners to review services for alignment with the Needs Assessment in quarterly meetings. -The CSC and Director will update the Plan with approved services each year. - Community School activities will align with LCAP goals and outcomes, while LCAP metrics will inform activities selected in the Implementation Plan	In addition, local measures of progress will be assessed each year, including: - the Number of Community School Committee meetings each year - the number of parents participating in Leadership positions (membership in school governing council or advisory committee) - the number of parents involved in community school activities - Yearly evaluation plan assessment



## CCSPP: Fenton Primary Center Implementation Plan

<p>Fenton will create an evaluation plan during the 2024-25 school year to be updated each subsequent year prior to the start of Implementation with the baselines and improvements in meeting the outcomes and indicators described at right.</p>	<p>-Fenton will use the Illuminate system to gather achievement data by school and selected subgroups in the spring of each implementation year.</p> <p>- The CSC will work with the School Director (Principal) to gather information on the number of meetings, leadership positions for parents/family members, and participation in activities.</p> <p>- The CSC will lead the Asset Map and Needs Assessment review in quarterly meetings each year, working with the CS Director.</p>	<p>- Asset Map and Needs Assessment is updated each year.</p>
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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:**

## **Fenton STEM Academy IMPLEMENTATION PLAN**

### **School Site Contact Information**

Fenton STEM Academy: Elementary Center for Science, Technology, Engineering, and Mathematics  
8926 Sunland Blvd  
Sun Valley, CA 91352  
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Fenton STEM Academy: Elementary Center for Science, Technology, Engineering, and Mathematics is located in Sun Valley (part of the east San Fernando Valley) in the city of Los Angeles. The school opened in 2015 as an independent and direct funded charter school serving students and families in grades K-5. We are a catalyst for stimulating real-world industry and college/university mentoring relationships. Building partnerships with colleges, universities, aerospace and engineering outreach programs continues to remain a schoolwide focus. These partnerships provide real-world learning experiences, creating a foundation of STEM content knowledge that will prepare and inspire generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem-solving.

Our charter school is committed to serving a wide range of students who require a rigorous program with acceleration, differentiated instruction, and depth and complexity. Our charter school serves TK-6 grades students and families (2022-23) that are 82.2% Hispanic, with 16.5% classified as English Learners and 14.8% as Students with Disabilities. With an enrollment of 297 students in 2022-23, 81.1% of enrolled Fenton students are classified as socioeconomically disadvantaged (compared to 61.5% across the state), and 80.8% are unduplicated students.

Fenton STEM Academy and our educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. Our school addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them for advancement in all areas. Students struggling with basic skills are targeted for support by a wide range of experts, including Education Specialists, school counselors, school psychologists, speech pathologists, classroom teachers, and administrators.

Our school will increase parent and family awareness by teaching and communicating our academic structure and the successful results we achieve. This will include increasing family engagement

through additional opportunities for parents to visit the campus and participate in workshops and informational sessions. Parents and community partners will share power through leadership in decision-making committees (Parent Advocacy Committee, School Site Council, and the Fenton Charter Public Schools (FCPS) CMO-level Community Schools Advisory Committee). Parents will partner in their student's academic success while our staff and families will access professional development on important community school initiatives and resources, including mental health topics such as trauma, bullying, behavior disorders, and positive intervention and support.

Students will benefit from parents participating in school functions as a motivational tool to continue learning, as well as parental understanding of what the school is doing to support their children in achieving academic and social success. They will gain their own leadership opportunities in the community school to support increased school attendance and engagement.

## 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 developmental plans for ensuring these values are reflected in community schools work.*

The mission of Fenton STEM Academy is successful student engagement and achievement through the implementation of curricula that interconnect science, technology, engineering, and mathematics across all disciplines, including art, music, language arts, and social studies. Our community school purpose is to create a safe, nurturing community hub that empowers students and families to climb to new heights together. In reaching this vision, Fenton STEM Academy will integrate the four cornerstone commitments into implementation, including emphasizing an asset-based approach that equally values learning from community members while providing supports to meet needs, ensuring a racially just and restorative school climate, culturally relevant instruction, and shared decision making with stakeholders. Our school will increase the collaboration of all our stakeholders through existing

resources such as our Family Center, which provides opportunities for parents and community members to learn and grow and is a key component in our community school implementation plan.

### **1. Racially-just, relationship-centered spaces**

Fenton STEM Academy prioritizes the creation of a positive school climate while bringing the entire school community together and valuing the diverse cultures that make up our community. We promote services and activities to make our school racially just while nurturing senses of caring and belonging and promoting an identity-safe environment. In doing so, our entire school community upholds a *Commitment to Racially Just and Restorative School Climates (Cornerstone Commitment)*. Fenton's multi-tiered system of supports (MTSS) framework includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness essential for community school success. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). We employ a full-time (shared with Fenton Leadership Academy) School Counselor, a School Psychologist, and an Acceleration Specialist to build relationship-centered spaces for our students, as these staff members work closely with the Family Center Director, who is becoming the Community School Coordinator in implementation. The Acceleration Specialist is a trained reading intervention teacher who works with teachers and with students individually or in small groups to analyze data and find reading gaps. Our school also provides special blocks of time to address learning gaps (reading intervention time).

### **2. Shared Power**

Fenton continues to practice an inclusive governance structure established through our creation as an independent, direct funded charter school nearly nine years ago. This process also reflects our transformation into a community school as described in this Plan, with active staff involvement and participation by students, parents, and community members in decision-making. Full-time, exempt employees are required to participate in governance, and all part-time and non-exempt employees, parents, and community members are encouraged to participate, demonstrating our *commitment to shared decision-making and participatory practices (cornerstone commitment)*. This unique governance structure stems from the initial charter conversion of our original charter school (Fenton Avenue Charter School) in 1993 and continues to ensure a highly responsible and knowledgeable staff and school community. It includes four governing committees that recommend policies and programs to the Board of Directors, with most school decisions guided by these recommendations. All councils review, modify, and adopt school plans, new curricula, materials, and school culture strategies to improve student learning and school success. All committee approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval.

Parents and community members join advisory committees that support the councils/committees and the Board: the Community School Steering Committee created during our planning year, the English Language Advisory Committee (ELAC), the Parent Advocacy Committee (PAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) from all five Fenton charter schools. This meets monthly to review planning and will support implementation services. It will integrate recommendations into the yearly LCAP process to ensure community school services align with student achievement goals and outcomes.

Students, parents, and staff also complete surveys each year to reflect opinions on needed resources and services for the school community. This information directly impacts the decisions and recommendations of the committees and councils. Information to complete surveys is supported by videos to staff, students, and families to gather input on needed services. Information is sent to parents translated into Spanish and made available via Zoom, YouTube, Facebook, Instagram, and X (formerly Twitter). Annual school climate surveys are sent out to families through email and text messages with reminders to ease access and completion rates.

The Family Center Director (who will become the Community School Coordinator- CSC) has worked in planning to develop a collaborating agency process. This formalizes partnerships with memoranda of understanding (MOU) outlining Fenton's and partners' responsibilities and expectations for services and resources provided as part of the community school and is co-signed by Fenton and partners' leadership. This MOU process (need assessment, selections of partners with appropriate services to meet needs, meetings to determine how services can be provided, draft MOUs reviewed by the partners and the Fenton Charter Schools Community School Committee (comprising members from all five Fenton schools), with the finalization of services and MOUs that will be used in community school implementation.

### **3. Classroom-community connections**

Fenton STEM has a robust staff dedicated both full and part-time to community school engagement and support of our families. Our Family Center Director (CSC) works with our PBIS Administrative Coordinator, Attendance Manager, and School Nurse to assist the Community School Director (CSD), who serves all five Fenton schools, with parent engagement. This includes the production and dissemination of a weekly newsletter regarding school resources, events, and activities open to families. The School Director (Principal) sends frequent phone and text messages to all student homes to maintain this communication. Further family engagement includes grade-level parent orientation meetings during the first few weeks of school, while families attend parent/teacher conferences formally twice a year and informally as needed by each student.

Our school hosts monthly family and community events that feature a mix of academic content (e.g., Family Math Night) with culturally relevant entertainment and food to incentivize participation. We offer financial literacy workshops for families to support their stability and job potential, typically in the evenings and weekends. Fenton provides a Family Center for parents and community members that will be at the heart of community school implementation services, with a schedule that includes classes for technology, English as a Second Language (ESL), financial literacy, and parenting skills such as behavior management. The Center engages with partners and communicates with and supports parents. The Extended Learning Opportunity Program (ELO-P) at Fenton provides enrichment services before or after school and on Saturdays. Services include community field trips for students and "parent and me" classes, in which parents work hands-on with their children on topics such as reading, math, and cooking/healthy eating.

An important part of family engagement is parent and family volunteer efforts, and Fenton has developed a well-honed process for involvement, with a sign-up process provided through our Parent Volunteer Handbook that provides 30-50 parent volunteers per year at our school and with direct recruitment for parent participation in decision-making councils/committees and advisory committees.

Teachers conduct parent conferences in the fall and spring to review student progress, with monthly

progress reports disseminated to report student progress. They also send out at least weekly classroom announcements or direct messages to parents using the ClassDojo app. Our school has monthly student awards assemblies to recognize positive citizenship, achievement, work habits, and attendance. In-person orientation meetings support parents before the school year begins, while other events include Back to School Night (August) and winter performances and shows that bring families on campus. There are special events such as Math Night, Science Night, and Multicultural Night, that bring together parents and children. Fenton has an Open House in the spring where a culmination of activities is displayed in each classroom and around the school.

Students and families complete surveys twice yearly in the fall and spring to identify needs and gaps in resources to be addressed with partners. Fenton engages our current and prospective community partners through social media and email updates, as well as monthly Community School Committee meetings to which each partner is invited. Beyond these meetings, the CSC works one-on-one with each partner to plan integration and alignment of relevant services into the community school, based on the Needs Analysis our school completed during planning and which will be updated each implementation year. Current collaborating agencies with which we work form the foundation of classroom-community connections and include 9 Dots (coding), Rally in the Valley, Young Storytellers, Vision to Learn mobile eye clinic, Providence Holy Cross Medical Center, codeSpark Academy, Independent School Alliance, Big Smiles Dental mobile dental, and the Foundation for Early Childhood Education.

The CSC builds on this foundation in implementation with new partnerships to address gaps in support that have been identified during planning. The Coordinator will be a key liaison between partners and students/families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

#### **4. A focus on continuous improvement**

Our focus takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. We use informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys from students, parents, and staff, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback that includes community input described above in *Shared Power*.

Fenton STEM Academy uses specific methods to share best practices and improve teaching practices. At goal setting in August and February, teachers and administrators meet one-on-one to set and measure progress on goals annually. The school also uses a peer observation model called “Earned Increase Walkthroughs” twice yearly. In these observations, administrators, faculty representatives, and/or lead teachers do 5-minute walkthroughs in each classroom and observe and document teaching based on four domains (Charlotte Danielson - four domains - Planning and Preparation, Learning Environment, Teaching, and Learning Experience), with an assessment report for each observed teacher. Fenton uses a lesson observation model where teachers at each grade level observe each other teaching a lesson (30-45 minutes) they want to share. They meet afterward to discuss feedback and best practices. All new teachers receive observation twice a year doing a full lesson as part of the probationary status period (the first two years of teaching at any Fenton school).

Services and supports for students that demonstrate this focus on continuous improvement include:

- **Acceleration Instructional Model (AIM) Time** is a daily 40-minute period where Fenton

students engage in accelerated learning to achieve essential standards of their grade level. During AIM, students work on materials at their level to ensure that they have the necessary prerequisite skills to achieve the learning objectives. Students may be receiving intervention, additional on-level support, or even enrichment during this time.

- A **Professional Learning Community (PLC)** framework began in 2022-23 and will continue through community school implementation. Fenton grade-level teams work to implement PLC cultural components, such as developing team norms, changing the format of grade-level meetings to focus on the four critical questions of the PLC process, creating common formative assessments, and conducting data chats. Building on this PLC framework, the Fenton Charter Schools leadership team of Principals and Teacher Leaders, supporting 28 Fenton administrators and teachers, participates in the California Principal Support Network led by Solution Tree. This supports greater implementation of professional learning community practices and ways to embed and sustain them for continuous student learning and equitable school systems with a focus on intervention/extension (RTI) systems of support.
- Fenton has implemented a school-wide **Acceleration Instructional Model** beginning in 2022-23 with the dedicated position of Acceleration Specialist working with students during AIM time. Students also take pre-assessments, mid-unit-assessments, and post-assessments to define academic needs and to provide feedback on support services. Along with the Acceleration Specialists, grade-level teams participate in data chat meetings to identify the most effective instructional strategies and to share best practices.
- Fenton uses **Illuminate** to collect, report, analyze, and interpret weekly data regarding student progress. We also use **iReady** for data tracking and analysis in reading and mathematics. These scores are uploaded to Illuminate for a different perspective on data analysis. All formative and summative classroom assessments are placed into Illuminate, including state assessment data such as ELPAC and CAASPP. Common reports include measuring the progress of significant subgroups and using proficiency levels to guide Multi-Tiered Systems of Support (MTSS) decisions. The data can be analyzed by student, class, grade level, or schoolwide to determine areas of strengths and needs. The ability to create custom reports allows educators to analyze data by measuring the progress of significant subgroups.
- **Professional development** and planning are determined by the advisory committees and governing councils working with teachers and are selected based on a review of student assessments, new programs, or specific student curricular needs. Fenton facilitates professional development on trauma-informed approaches to instruction, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports. We also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education. Teachers use 2-3 hours of planning time a week to review and address gaps in student data and to plan lessons. This time is also used as an alignment tool for each grade level.
- Our school leverages **technical assistance** from the LA County Office of Education, which offers professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start essential for continuous improvement. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

Fenton Charter Public Schools were identified as a "Gap-Buster" in the 2023 Stanford University Center for Research on Education Outcomes (CREDO) Report (2023) due to this focus on

continuous improvement and results. According to the study, "Gap-busting" refers to schools that have been able to close the gap in achieved educational equity by ensuring minority and poverty students learn on par with or better than white peers. Fenton is identified as significantly improving outcomes for students in both Reading and Mathematics.

## 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.*

Fenton seeks to build upon the community school efforts begun during planning and will leverage our existing resources, including the Needs Analysis completed during planning and our Asset Map with potential resources and partnerships of benefit to our students and families. We will expand our involvement and communication with the following groups to ensure that our interest-holders deepen their involvement in the needs and assessment process as described below.

- **Parents and family members** will engage through ongoing activities that include Community School Committee meetings (monthly), ELAC meetings (each quarter), Coffee with the Principal (each month), Parent Advisory Committee meetings (each month), and climate surveys and needs assessments completed twice yearly in the fall and spring.
- **Students** will engage through Student Leadership meetings held monthly. 3-6 graders complete the California Healthy Kids survey each year. They are also elected to leadership positions on the Community Schools Committee, which includes students from four of the five Fenton charter schools (as Fenton Primary Center only serves grades TK- 2) and meets each quarter.
- **Administrators and staff** complete professional development weekly, through seven extra days during the school year and two weeks in the summer, and use this time to review community school implementation needs and services. Administrators and staff also complete surveys each year and attend monthly Community School Committee meetings. **Community partners** attend Community School Committee meetings monthly and support with development of the needs assessment/gap analysis created each year.

Our school engages regularly with students and families from historically marginalized groups, so a critical need and service provided is professional development support in areas such as cultural awareness and indigenous groups using Kagan's Cooperative Learning Structures. Our goal is to



support students in seeing each other for who they are while assisting our teachers to teach empathy. Fenton also works with parents and community partners to host multiple multicultural events on our campus, as discussed in detail below.

**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/Indicator you aim to improve
By the end of the 2024-25 school year, increase the number of community partnerships confirmed through signed MOUs by 2-3 to expand available resources for students and families based on Needs Analysis.	Review and finalize Memorandums of Understanding (MOUs) with 2-3 new community partners each year for services for families.
By the end of the 2024-25 school year, our charter school will successfully build out a functioning Coordination of Services Team (COST) and referral system based on the MTSS system in place.	Create a single, dedicated COST Coordinator (the Community School Director) and shared leadership among staff who meet weekly to identify students for supports based on MTSS assessments and refer them and family members for services.
By the end of the 2024-25 school year, strengthen health screenings and services (vision, dental, hearing, physical health) to meet required needs according to assessments.	Establish MOUs for quarterly visits to the school campus from health partners as well as referrals for community services.

New community school targets and programs that Fenton will establish during community school implementation will fall under the Four Pillars of Community Schools and directly relate to feedback received during planning from our parents, students, staff, and community partners.

**Integrated Student Supports.** Feedback through our Fenton STEM Academy planning survey indicated services that are needed or that are offered but need improvements, including expanded preschool and early child care services, Positive Behavioral Supports, Family/Community Mental Health, Student Mental Health, and Parent Leadership/Advocacy. Fenton will build more partnerships with mental health providers and develop expanded services, including continuing and expanding our multi-tiered system of supports (MTSS) framework that includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness. There is strong support for a reintroduction of art classes and a desire for a music/arts/theater program and a library for student and family use. This will include increased health screenings and services, mental health screenings and services, and counseling support. We

will enhance socioemotional and behavioral supports for students through strategies like staff professional development, on-site social workers, additional Teacher Assistants, increased staff supervision, anti-bullying campaigns, and restorative justice practices.

**Family and Community Engagement.** Family feedback through our planning survey demonstrates that a significant percentage of families responding agree that there is family input into core school operations, yet there is room for growth, which will be addressed in services and support during community school implementation. This includes family input into Curriculum and Planning (51% agree), Discipline Policies (50% agree), Operations (48% agree), Mission and Goals (49% agree), and Budget Planning (38%). There is significant room for family engagement improvement. Fenton will recruit more parents and family members to be involved in school advisory committees, as well as create questions related to these areas in school surveys. The results of these opinions will be part of the recommendations of the committees and councils to the Governing Board to ensure family engagement and student and parent voice in school decisions. As well our community school will also host more monthly family and community events offering health services, tutoring, English classes for parents, transportation support, and community-building activities that feature a mix of academic content (e.g., Family Math Night) combined with culturally relevant entertainment and food to incentivize participation. Feedback indicates a need and interest in Community Emergency Response Team (CERT) training by the Los Angeles Fire Department, financial literacy workshops for families to support their stability, as well as start saving for college. Existing and new community partners who provide services directly on campus and through community referrals and sign MOUs with our school will be invited to and requested to attend monthly Community School Steering Committee meetings, also attended by parents to detail services and explore ways to address family needs.

**Collaborative Leadership and Practices for Educators and Administrators.** Fenton will continue to utilize Solution Tree's Professional Learning Communities coaching academy, which will prepare teachers and staff to work collaboratively in recurring cycles of collective inquiry, action research, and continuous improvement to accelerate student learning. Fenton already does and will continue to facilitate professional development on trauma-informed approaches to instruction and student supports, including how to recognize and prevent potential triggers for students, as well as provide appropriate support when needed. We will support social-emotional improvements by incorporating behavior management training (the foundation of PBIS) as well as enhancing MTSS systems for addressing the academic, behavioral, and socioemotional needs of students. This will be supported by additional training in trauma-informed practices, cultural sensitivity, and addressing students with special needs. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). Additional social-emotional supports to deepen these relationships include Mutt-i-Grees lessons and the integration of the Second Step program into all classrooms. Fenton will also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education.

**Extended Learning Time** services to be implemented and expanded during Implementation include increased collaboration time between teachers and our partner Think Together's expanded learning staff so they align instructional components to accelerate student learning during and after school, rather than needing to offer remediation services during the school day. Leveraged ASES and ELO-P funding to provide academic, physical fitness, and enrichment services for students, including increased after-school tutoring and sports. Implementation will include developing aligned services for parents and family members, such as financial literacy workshops, as that is not possible with our current funding. Teachers work closely with extended learning staff to align instruction and academic supports to accelerate learning.

## 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.*

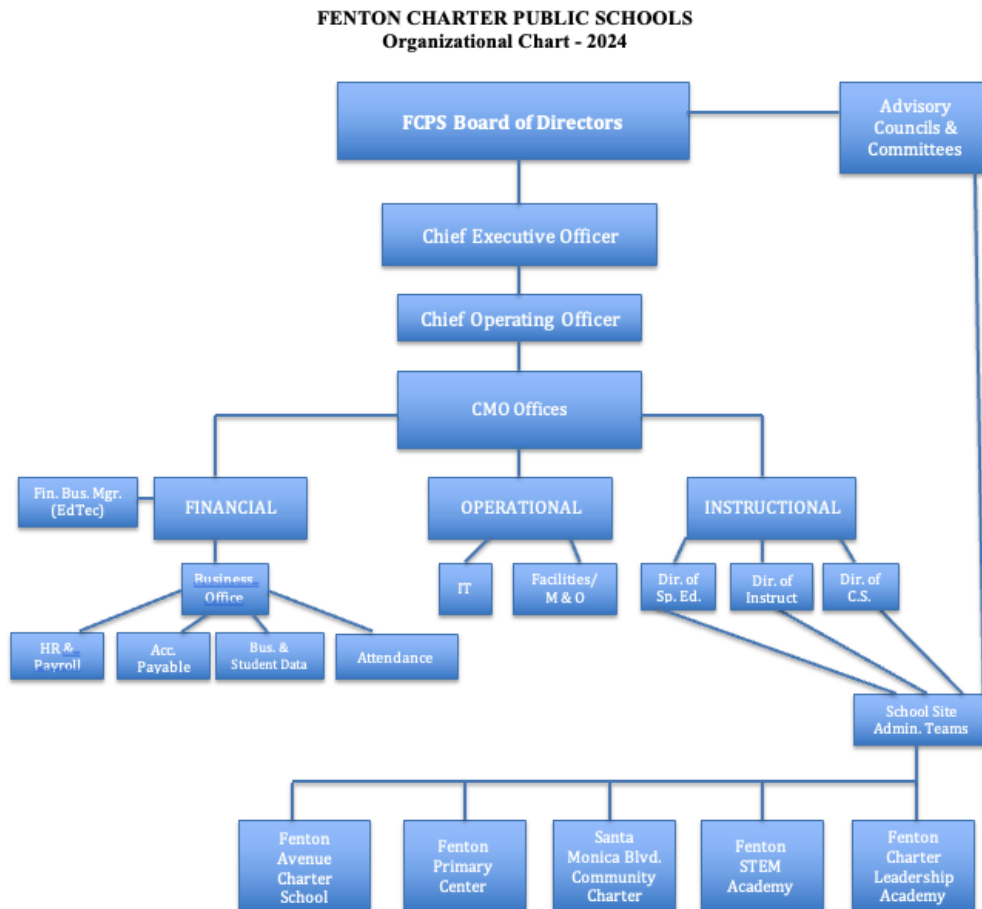
*Describe your goals for strengthening collaborative leadership.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Fenton Charter Public Schools (our Charter Management Organization overseeing our five charter school LEAs) will establish a system-level Steering Committee meeting quarterly by the end of 2024 to support school-level implementation and sustainability of the community school at Fenton STEM Academy.	<ul style="list-style-type: none"> <li>-Fenton Director of Community Schools will work with all the Community School Coordinators (CSCs), including at Fenton STEM Academy, to develop and facilitate a regular monthly Community School Committee schedule of meetings and agendas for discussion.</li> <li>-Community partners common across all five LEAs will be requested to regularly attend meetings.</li> <li>- Student and Parent Leaders from each charter school will be nominated and selected to the CS Committee each year in the fall to attend meetings.</li> <li>- Organize community events and services across all five community schools.</li> <li>-Align overall services and programs implemented across all five community schools with the LCAP created and updated by each school each school year.</li> </ul>
Fenton STEM Academy will review and assess the shared authority and advisory functions of the four governing committees and advisory committees on campus to ensure maximum participation by all school community members by the end of the 2024-25 school year.	<ul style="list-style-type: none"> <li>- Review and revise, as needed, the process for governing committee review of advisory committee recommendations to streamline the implementation of recommendations from students, parents, and partners.</li> <li>-Clarify and streamline the process and timeline for decisions regarding community school recommendations at the Board of Directors level.</li> </ul>
Fenton STEM Academy's site-level Community School Committee continues from planning and will	<ul style="list-style-type: none"> <li>- The Fenton STEM CSC will develop and calendar quarterly meetings at times most convenient for attendance by students, parents, and community partners.</li> </ul>

meet quarterly throughout 2024-25 to review actions and services at the school and report to the larger Steering Committee regarding school initiatives.	<ul style="list-style-type: none"> <li>- The CSC will ensure appropriate notification of the school community of the meeting and of results agreed upon after the meetings via email, the school website, and social media notifications as appropriate.</li> <li>-The CSC, the Director (Principal), and the Community School Director, as available, will work together to facilitate the meetings while ensuring participation and feedback from school stakeholders.</li> </ul>
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*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):*



Not addressed in the organizational chart is the responsibility of the community school coordinator (CSC). The CSC will report to the director of community schools for all Fenton Charter Public Schools and will report monthly to the school's councils/committees (SSC and SCRC). All recommendations will be presented to the director of community schools.

## Strategy 4: Coherence: Policy and Initiative Alignment

*Establishing coherence and alignment across policies and initiatives is critical in 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.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure integration (through recommendations to the School Site Council) of the revised and updated community school implementation plan with the school LCAP revised and updated each year beginning in 2024-25. The community school implementation plan becomes part of the annual school improvement plan as defined in the LCAP.	<ul style="list-style-type: none"> <li>-Establish a clear timeline with required deadlines for LCAP recommendations to the School Site Council based on community school initiatives each year.</li> <li>-Ensure the participation of the Principal and at least one grade-level teacher in Community School Committee meetings while working directly with students, parents, and community partners.</li> </ul>
Fenton STEM Academy will review and assess the shared authority and advisory functions of the four governing committees and advisory committees on campus by the end of 2024 to ensure maximum participation by all school community members.	<ul style="list-style-type: none"> <li>-Establish a revised decision tree document with clear recommended flows of information from the advisory committees to the school governing boards and from the governing boards to the Board of Directors. This will include timelines and deadlines for the submission of recommendations and decisions based on the recommendations, and reasons for selection or declining to adopt each recommendation.</li> </ul>

Fenton has a strong commitment to the four Cornerstone Commitments that will be reflected in the implementation of our Community School:

**A Commitment to asset-driven and strength-based practice.** Fenton targets health as a strength-based practice. We have a full-time nurse assistant and a shared school nurse with the use of PRN Nursing for additional support in the training and paperwork essential for compliance with student health requirements. We use Providence Health Clinic to provide free vaccine and immunization clinics at our school. During implementation, we will continue to provide a virtual informational meeting via Zoom for parents targeting Regional Center Support for Families, Mental Health - Identifying Needs in Children, Los Angeles Department of Mental Health - Crisis Response, and Helping You Navigate an IEP. Also, teachers train on and implement the *Responsive Classroom*, which aids in developing an academic environment that sets expectations in the classroom conducive to developing capacity in young leaders. The *Council in Schools* program strengthens the classroom/school culture and strategically addresses student socio-emotional needs through formalized, structured classroom discussion. Fenton provides service learning for students to support an asset-driven education focused on valuing family culture, wisdom, family languages, and history, and offering cultural fluency to support student and family physical, emotional, and mental health. This includes classroom brainstorming to identify community needs and academic connections to these needs. Once a community service project is identified, students implement it and focus on reflection and evaluation of the experience. Fenton has common community projects by grade level and works with a community partner to implement services, for example, at the Villa Scalabrini

Retirement Home or Burbank Animal Shelter. In addition to community projects, Fenton also implements project-based learning tied to asset-driven and strength-based practice, such as using the Engineering Design Process to solve real-world problems

**A Commitment to Racially Just and Restorative School Climates.** Fenton is reexamining our PBIS framework to identify behavior intervention and aligned policies and procedures, while providing teacher professional development to address restorative practices embedded in the PBIS framework. Our school has recorded “0” expulsions and less than 0.2% suspensions as part of this commitment. We have a full-time Registered Behavior Technician (RBT) to support behavior de-escalation and prepare behavior plans. Fenton has created a School Behavior Team that includes the RBT, the School Psychologist, the School Counselor, an Administrator, and a Special Education teacher. Our intervention plan supports a restorative school climate. A Coordination of Services Team (COST) meeting will be scheduled as soon as any intervention is needed. COST helps design a plan, working with the parent and other family members as needed. If the situation requires a higher level of involvement due to extreme behaviors or the student is very limited academically, then a student study team (SST) meeting is planned. Usually, the SST has special education consultants who can make decisions to further assess for special needs. Services work closely with parents/guardians and seek community-driven services and resources to assist students rather than using punitive measures.

**A Commitment to Powerful, Culturally Proficient, and Relevant Instruction.** Our school is incorporating multicultural awareness activities into our curricula while providing opportunities to learn about and honor cultures. Fenton has a multicultural fair each year where the community gets to come and share their culture via food, dress, and arts (music/dance). We celebrate diversity monthly through social studies lessons (Hispanic Heritage, African American, Asian American, Women’s History, and Inclusion, specifically for students with disabilities). Fenton teachers, led by the Fenton Charter Public Schools Instructional Coach, piloted several math programs for several months and selected the iReady Mathematics Curriculum while aligning with our existing iReady diagnostic assessments. Implementation began during the 2022-2023 school year. Preliminary results show an increase in mathematics growth. Teachers continue to receive professional development and support to better improve the use of the program and to support student learning in the classroom.

**A Commitment to Shared Decision Making and Participatory Practices.** Fenton STEM uses four governing committees that recommend policies and programs to the Board of Directors. Most school decisions are guided by these recommendations. All governing committees review, modify, and adopt school plans, new curricula, materials, and school culture to improve student learning and school success. Parents and community members join advisory committees that support the committees and the Board: the Community School Committee created during our planning year, the English Language Advisory Committee (ELAC), the Parent Advocacy Committee (PAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) at all five Fenton charter schools. This meets monthly to review the planning process and prepare for implementation services.

## 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
Fenton continues the established position of Director of Community Schools across all five Fenton Charter Schools and transitions the role of the current Family Center Director to become the Community School Coordinator at Fenton STEM Academy by August 2024.	<ul style="list-style-type: none"> <li>-Annual performance reviews are completed for both positions each year to ensure that duties and responsibilities are being successfully completed. The Director of Community Schools will be reviewed by the Fenton Charter Schools Chief Executive Officer and the Community School Coordinator by the school Director (Principal) and Community School Director.</li> <li>- If positions become open, job searches will prioritize qualified candidates from the surrounding community or demographically similar communities, and jobs will be posted widely to ensure a diverse pool of candidates.</li> </ul>
Fenton Charter School will develop a long-term sustainability plan by the end of 2024-25 to ensure continuing funding after the five-year state implementation funding ends.	<ul style="list-style-type: none"> <li>- Director of Community Schools will work with the CSC, the Director (Principal), and the Fenton administrative team to develop a long-term sustainability plan targeting both public and private fundraising while aligning existing funding to support the community school. This will be updated yearly depending on ongoing fundraising success and service needs as defined in the annual Community School Implementation Plan.</li> <li>- The Fenton Charter Schools CEO and Chief Operating Officer (COO) will regularly review funding opportunities working with partners and consultants to find those aligned with community school objectives and resources for students and families. Fenton will support new funding for community school growth and programming from the range of federal, state, and private fundraising detailed below.</li> <li>- Establish a private sector fundraising plan during Year 1 of implementation led by the CSC working with the CS Director.</li> </ul>

**Key Staff/Personnel**

<b>Name and Title</b>	<b>Responsibilities</b>
Richard Parra, Director of Community Schools, shared equally across all five Fenton Charter Schools- 0.2 FTE at Fenton Avenue Charter School (FACS)	Oversight and supervision of all community school services and partnerships, both across all five Fenton schools and at Fenton STEM Academy. Works to establish and develop community partners with services and development of MOUs reviewed, signed, and executed each year with services detailed in the Implementation Plan.
Ms. Palma, Fenton STEM Academy Community School Coordinator (full-time position at Fenton STEM Academy) (changed title from Family Center Director in community school implementation).	Provides day-to-day oversight of all community school services and resources while working with staff, students, parents, and community partners. Leads the annual assets and needs assessment working with the entire school community and the community school implementation plan updates working with the Community School Director. Co-facilitates meetings of the Community School Committee (with the School Director). Work with the Community School Director to develop new community partners and maintain current partnerships. Coordinates all parent classes and resources at Fenton. Oversees the Family Center and fundraising and helps coordinate community school events.
David Riddick, Fenton Charter Schools Chief Executive Officer	Oversight of all community school services across all five Fenton schools. Main liaison to the Board of Directors regarding community school matters at monthly meetings. Direct supervision of the Community School Director.
Jason Gonzalez, Fenton Charter Schools Chief Operating Officer	Direct support of the CEO in managing Fenton Charter Schools oversight of community school implementation services, with a focus on sustainability and aligning existing school funding to meet the needs of students and families.
Jennifer Miller, Fenton STEM Academy Director (Principal)	Leads meetings and participates in the school's four governing committees and advisory committees while working with teachers to lead professional development and curriculum implementation related to academics, SEL, and community school implementation. Co-facilitation of school governing board and advisory committee meetings while working with the Coordinator to develop and expand student, parent, and community partner participation.
Jennifer Pimentel, STEM Assistant Director	Participates in all four committees and leads the English Language Advisory Committee. Helps lead professional development with English Learner compliance and testing.
Cecilia Quijano, STEM Assistant Director	Participates in all four committees and leads the School Site Council. Helps lead professional development in all state testing and compliance.



Amarjeet Gonzalez, Fenton STEM Academy School Attendance Manager	Monitors all attendance records and compliance documentation. Provides monitoring of students who are at risk of being chronically absent. Provides data to administration to support intervention and provides information for suggested programming to improve student attendance and family engagement.
Alejandra Munoz, Fenton STEM Academy Expanded Learning Coordinator	Oversees the ELO-P program. Plans and coordinates after-school events and field trips, and monitors enrollment and attendance in all after-school programs while working with our third-party vendors and our primary expanded learning partner, Think Together.
Melissa Allender, School Counselor	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on immediate needs based on student, family, or staff needs.
Ana Gutierrez, School Psychologist	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on an as needed basis. Also a member of the behavior team.

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

Our long-term sustainability plan for the community school will have key strands described below. The first is blending and braiding existing funding streams already present while using Fenton Charter Management Organization (CMO) and LEA staff expertise to align funding to support community school services. The use of braided funds from existing funding will be supported by results demonstrated over the next five years of CCSPP funding at our school on the effectiveness of our community school resources on student achievement. This effectiveness has a strong research base (see, for example, Maier et al. 2017) that well-implemented community schools with strong participation and support from the community can lead to improving student outcomes, particularly in the fields of attendance, academic achievement, and grade progression leading to high school graduation and postsecondary success.

The yearly process for reviewing school funding streams will be led by the Fenton Charter Schools CEO and COO, working with the Community School Director, Fenton STEM Academy Director (Principal), and CSC. This team will review funding each year when establishing and finalizing the school budget. This process will include recommendations by the governing councils/committees (with parents as members) as well as the advisory committees at Fenton. Our school will also seek funds to hire more Development support to spearhead community school fundraising over the next five years, from our current \$25,000 per year to over \$100,000 per year.

Existing funding to be reviewed and considered for sustainability will evolve over the five years of implementation funding but will potentially include the following.

- The **Expanded Learning Opportunities Program (ELOP)** funding is already in place at Fenton STEM Academy and targets the academic, social, emotional, and physical needs of students. It will be used to support expanded community school services in the after-school hours each school day.

- **21st Century Community Learning Centers** (federal funding for grades TK-8) and **After School Education & Safety (ASES)** (state funding for grades TK-8) also provide academic enrichment, college and career readiness, and family literacy support that can be used in the evening and weekend hours to better meet the needs of families.
- Repurposing **Local Control Funding Formula (LCFF)** funds, particularly supplemental grants to serve high-need students such as English Learners, low-income students, and foster youth.

The federal **Full-Service Community Schools** Program (FSCS) operated by the U. S. Department of Education is not currently implemented at Fenton STEM but will be reviewed and considered for submission of an application and potential funding due to its strong alignment with our community school and services during implementation. Other potential competitive U.S. Department of Education funding for consideration include **School Climate Transformation** funds to enhance or expand PBIS and social-emotional learning resources. As well, the **Mental Health Service Professional Demonstration Grant Program** and the **School-Based Mental Health Services Grant Program** provided critical mental health resources that align well with the community school model.

Other state and local funds considered for application and new awards during implementation to support long-term sustainability for integrated student supports in community schools include:

- **Universal Prekindergarten** funds support LEAs that serve kindergarten students.
- **Medi-Cal** funds are available through the Billing Option program and Schools Medi-Cal Administrative Activities Program (CA Department of Health Care Services). These programs reimburse LEAs for direct and administrative services. Fenton will work to partner with the LA County Departments of Public Health and Mental Health to start and expand Medi-Cal billing programs as a sustainability measure at our community school.
- California state funding through CDE for adult education funding (the **California Adult Education Program**) to serve parents and community members with needed basic literacy, citizenship, and GED preparation support.

Additional funds that Fenton will review and potentially utilize during the CCSPP funding period and afterward if still available include the **Multi-Tiered Systems of Support (MTSS)** program, which provides state funding for services that support academic, behavioral, social and emotional learning and mental health supports for students. The **California Universal Meals Program** provides additional funding for school meals, while the state **Educator Effectiveness Block Grant** supports educators' professional development, and the **Community Engagement Initiative** supports LEA's capacity to develop and maintain school-community partnerships.

Fenton STEM Academy will work to explore and, if possible, expand additional federal funding for community school sustainability beyond the Full-Service Community Schools program discussed above. These resources potentially include **Title I** (to support low-income students and families) and **Title II** (to improve teacher and principal quality) federal funds. Federal formula funds sub awarded by the California Department of Education (CDE) to consider for sustainability when available can include, for example, **Title I, Part A** schoolwide or targeted programs and **Title IV, Part A** (formula funds directly to LEAs).

Our charter school will also seek long-term sustainability through private funding. Our existing funders and supporters include essential school-driven fundraising led by the Community School Coordinator at our school. Fenton is interested in reviewing requirements for expanded fundraising during implementation, but this is at a preliminary stage and will be expanded during implementation.

## 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
As guided by the Fenton Community School Director and CSC, our community school will expand strategic community partnerships by a planned 2-3 partnerships each year of implementation in response to the gap analysis revised each year. Finalized MOUs will be executed by the end of each implementation year.	<ul style="list-style-type: none"> <li>- The Community School Committee will define the highest priority partnerships to support students and parents guided by parent and student feedback in surveys and leadership positions. This will be completed by December 2024 and then prior to the beginning of each implementation year beginning in August 2025 for Year 2.</li> <li>-The CS Coordinator will engage with potential partners for services and support.</li> <li>-Partnerships will be finalized with MOUs reviewed yearly.</li> </ul>
Committed partners demonstrate involvement and active participation in services and support of the Fenton community school through meetings and engaged contact with the CSC each implementation year.	<ul style="list-style-type: none"> <li>-Partners will attend Community School Committee meetings (both for across all 5 Fenton LEAs and at Fenton STEM Academy) to share services and participate in decision-making.</li> <li>-The CSC will maintain weekly regular communication with partners via email, texts and social media posts regarding community school activities, as documented weekly in a tracking Excel sheet and Calendar.</li> </ul>

*Describe 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:*

Fenton's current partnering agencies include 9 Dots (coding), Rally in the Valley, Young Storytellers, Vision to Learn mobile eye clinic, Providence Community Clinic, codeSpark Academy, Independent School Alliance, and the Foundation for Early Childhood Education. In addition to assessing needs and gaps, we conduct annual asset mapping of our surrounding community to identify key resources and partners. The CSC is building new partnerships to address gaps in support that are identified during planning, and this process will continue during implementation. The Coordinator is a key

liaison between partners and families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

Based on our planning period, we plan to establish additional partnerships to meet the needs of students and families. As refined in planning and utilized during each year of implementation, Fenton community partnerships are directly responsive to the vision and priorities of all community stakeholders. These are established during annual surveys of staff, students, and parents completed in the spring of each year. Parents will join regular Community School Committee meetings to review needs based on the Needs Analysis updated each year and recommend potential partnerships with community agencies defined in the updated Assets Map for Fenton's surrounding community. This will be facilitated by the CSC, who will coordinate meetings and eventual MOUs with agencies for services working with the Community School Director. Community School deliverables (needs and potential community resources) in this Committee are also an important part of the LCAP process each year, where they are directly tied to school and family achievement goals and outcomes.

## 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 goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports offered to administrators, educators, classified staff, families, and other role groups as necessary. 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
Utilize educator professional development to provide an Appropriate Basic Condition of Learning (LCAP Goal 3) and Increase Student Achievement (LCAP Goal 1) through services for staff and parents/guardians that support community schools during each implementation year.	<ul style="list-style-type: none"> <li>-Provide regular and ongoing professional development (PD) throughout the year, with a particular focus on PD for high-need students (English Learners, those classified as MTSS Tiers 2-3, and others assessed as high need.</li> <li>- Lead Teachers for each grade level, including special education, to create pacing and assessment plans annually aligned to community school resources.</li> <li>- All teachers participate in monthly Instruction Committee meetings to discuss PD and improve new plans to support the community school model.</li> </ul>

<p>Increase meaningful and purposeful student, teacher, and parent engagement (LCAP Goal 2) via learning provided through professional development each implementation year for our community school.</p>	<p>-PD activities for the community school are determined by advice and recommendations from governing councils and advisory committees (including the Community School Committee). PD is selected based on a review of student assessments, new community school programs, and policies implemented to support student and family achievement.</p> <p>-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute.</p> <p>-RampUp for student success professional development by Communities in Schools completed by teachers.</p>
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Fenton leverages technical assistance to support our community school implementation from the Los Angeles County Office of Education, which offers quarterly professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

We also address the Four Key Conditions for Learning in our community school development and implementation:

Supportive environmental conditions that foster strong relationships and community.

- Fenton provides a Family Center Director (who will become the Community School Coordinator during implementation) to engage with parents during school hours and communicate regarding opportunities for services and involvement at Fenton. Our School Social Worker offers individual and group counseling for students, with emotional support and coping strategies to help students build resilience. She assists with attendance monitoring to combat chronic absenteeism and works with families to overcome barriers to attendance.
- Our school, in implementation, seeks to hire additional Teacher's Aides (with a target of one for every classroom) to promote more individualized learning with students.
- Fenton has anti-bullying campaigns and restorative justice practices. Our school provides trainings, professional development, and resources to support families to understand and exercise their legal rights and advocate for their students. Professional development for teachers targets behavior management and program alignment of the MTSS and PBIS models. Staff receive training in trauma-informed and community challenges such as equity and diversity.

Productive instructional strategies that support motivation, competence, and self-directed learning.

- Our school uses both informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and stakeholder feedback to create strong relationships among teachers and with students and family members. These include Goal-setting meetings in August and February in which teachers and administrators meet to set and measure progress on community school goals annually that inform the Local Control and Accountability Plan (LCAP) and Implementation Plan revisions.

- Professional development activities are determined by the advisory committees and are selected based on a review of student assessments, new programs, and policies being implemented or the specific curricular needs of students. During implementation, we will provide expanded professional development for paraprofessionals in supporting academic and behavioral needs in the classroom and to support families.

Social and emotional learning that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.

- Fenton offers socioemotional and behavioral supports for students, such as Mutt-i-Grees lessons and integration of the Second Step program. This will include lessons on gaining confidence, making good choices, and supporting students in building good peer relationships in and out of the classroom. This is supported by aligned teacher professional development for both Mutt-i-Grees and Second Step, expanded during implementation. As well, selected staff (such as special education staff) complete annual Nonviolent Crisis Intervention Training.
- Expanding programming: offering after-school tutoring, sports, and additional activities
- Increasing communication: awareness of before/after school and summer programming

Systems of support that enable healthy development, respond to student needs, and address learning barriers.

- Fenton implements multi-tiered systems of support to maximize resources for students most in need while addressing the academic, behavioral, and socioemotional needs of students. Following the MTSS model, service classifications move from Tier 1 (serving all students) through Tier 2 (targeted support individually and in small groups) to Tier 3 (intensive one-on-one supports to students and families in high need).

## 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
Educators will better understand the roots and practical effects of community learning through professional development completed during the 2024-25 school year. Parents and students will understand how community resources provided	-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute in Year 1 of implementation. This will be

through partnerships on the school campus can support student learning and well-being. All school groups will understand the importance of collaborative decision-making and leadership for a successful community school.	summarized and reviewed prior to the beginning of each year of implementation. -RampUp for student success professional development by Communities in Schools completed by teachers in Years 1 and 2 of implementation.
Teachers will continue professional development in culturally responsive teaching methods, including classroom management and cultural sensitivity, throughout the 2024-25 school year. We use Explicit Direct Instruction, Kagan Cooperative Learning Structures, and PBIS to guide teacher PD and instruction.	- Teachers form specific student groups to maximize learning for each subject based on personality charts, data, and collaboration skills. - Students are given direct instruction on specific lessons. Prior to beginning the collaborative learning groups, each teacher checks for understanding by randomly selecting students using any of the following methods (student names on sticks or a digital random selector from a computer displayed on the smart board). - Teachers also review the rules created using PBIS and have students chant or repeat classroom rules daily. The classroom rules are generated by the foundation of the school's PBIS model and student input.
Train all teachers on The Responsive classroom in the 2024-25 school year, with continued training as required in subsequent years. Continue training and implementing Mutt-i-grees throughout the 2024-25 school year and subsequent implementation years.	-Train teachers annually on Responsive classrooms. Implement this evidence-based approach in the classroom setting and align it to the school-wide Positive Behavior Intervention model. -Continue to partner with Yale University and Mutt-i-grees to implement the most recent research on the impact of caring for animals and the effect on positive social-emotional learning. -Provide teachers time monthly to share and update the program lessons used or being developed.
Begin training on the specifics of the Engineering Design Process in science and math. Our math curriculum i-Ready Math is created with this design in mind. We will continue this training during 2024-25 and 2025-26.	-Provide continued professional development on the current math program. Add professional development on the details of Engineering Design to better understand the math program lessons. Find and adopt a science curriculum with the same approach by 2026.

## 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/Indicator
Fenton STEM staff, parents, and partners will align community school implementation services with the goals, outcomes, and activities that comprise the Local Control and Accountability Plan (LCAP) updated each year by our community school. This will be reviewed and finalized by the SSC by the start of each implementation year.	- The Community School Committee approves and provides recommendations each quarter for activities to be included in the LCAP that align with specific LCAP goals and outcomes.	As per outcome measures established by CDE, Fenton will report on baseline and improvement measures each year of implementation through both whole school numbers and student subgroups. - School Attendance rates - Chronic absenteeism rates - Proficiency for 4th grade, using CAASPP standardized tests for
The Fenton Community School Implementation Plan will be updated each year in the spring to reflect evolving needs data and community assets as demonstrated in the revised Assets Map each year.	- Community School Committee meetings (both the Fenton CMO Steering Committee and the Fenton Committee) will work with partners to review services for alignment with the Needs Assessment in quarterly meetings. -The CSC and Director will update the Plan with approved services each year. - Community School activities will align with LCAP goals and outcomes, while LCAP metrics will inform activities selected in the Implementation Plan	English Language Arts and Mathematics - Pupil suspension and expulsion rates - School climate surveys  In addition, local measures of progress will be assessed each year, including: - the Number of Community School Committee meetings each year - the number of parents participating in Leadership positions (membership in school governing council or advisory committees) - the number of parents involved in community school activities
Fenton will create an evaluation plan during the 2024-25 school year to be updated each subsequent year prior to the start of Implementation with the baselines and improvements in meeting the outcomes and indicators described at right.	-Fenton will use the Illuminate system to gather achievement data by school and selected subgroups in the spring of each implementation year. - The CSC will work with the School Director (Principal) to gather information on the number of meetings, leadership positions for parents/family	- Yearly evaluation plan assessment - Asset Map and Needs Assessment is updated each year.



	members, and participation in activities. - The CSC will lead the Asset Map and Needs Assessment review in quarterly meetings each year, working with the CS Director.	
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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:**

## **Santa Monica Boulevard Community Charter School IMPLEMENTATION PLAN**

### **School Site Contact Information**

Santa Monica Boulevard Community Charter School  
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Los Angeles, CA 90038  
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Santa Monica Boulevard Community Charter School (SMBCCS) is located in an overcrowded, urban, low-economic section of East Hollywood (City of Los Angeles) that consists of mixed residential and commercial/industrial development. SMBCCS has been a public school since 1910 and became the largest independent conversion charter school within the Los Angeles Unified School District (LAUSD) when its initial charter petition was approved by the LAUSD in 2002.

With the help of a petition signed by 320 parents, the Los Angeles Board of Education approved the operation of Santa Monica Boulevard Community Charter School by Fenton Charter Public Schools (FCPS) on May 1, 2012. SMBCCS and the FCPS saw immediate and significant student achievement growth with this move and have built and strengthened community partnerships with a variety of outside organizations and institutions over the last ten years, including Paramount Pictures, the SABAN Community Clinic, Young Storytellers, and Pacific Clinics. Our school has refined the overall instructional program to ensure a focus on individual student needs through the implementation of Professional Learning Communities pedagogy and increased expanded learning opportunity programming targeted to community feedback.

SMBCCS serves TK-6 grades students and families (2022-23) that are 97% Hispanic, with 58.5% classified as English Learners and 15.5% as Students with Disabilities. With an enrollment of 779 students in 2022-23, 96.8% of enrolled SMBCCS students are classified as socioeconomically disadvantaged (compared to 61.5% across the state), and 97.6% are unduplicated students.

Our school will increase parent and family awareness by teaching and communicating our academic structure and the successful results we achieve. This will include increasing family engagement through additional opportunities for parents to visit the campus and participate in workshops and informational sessions. Parents and community partners will share power through leadership in decision-making committees (Parent Advocacy Committee, School Site Council, and the Fenton Charter Public Schools (FCPS) CMO-level Community Schools Advisory Committee). Parents will

partner in their student's academic success while our staff and families will access professional development on important community school initiatives and resources, including mental health topics such as trauma, bullying, behavior disorders, and positive intervention and support.

## 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 developmental plans for ensuring these values are reflected in community schools work.*

The mission of our school is to nurture the development of responsible, thoughtful citizens in an increasingly interdependent global society by creating environments in which students are challenged to explore, create, and make decisions while actively participating in and being accountable for their learning. A community school model offers a unique opportunity to provide outstanding support to our student and family community. SMBCCS students will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards. Students, parents, and staff will model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity within our community school. The SMBCCS community will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to our school.

#### 1. Racially-just, relationship-centered spaces

Santa Monica Boulevard Community Charter School prioritizes the creation of a positive school climate while bringing the entire school community together and valuing the diverse cultures that make up our community. We promote services and activities to make our school racially just while nurturing senses of caring and belonging and promoting an identity-safe environment. In doing so, our entire school community upholds a *Commitment to Racially Just and Restorative School Climates*

(*Cornerstone Commitment*). Santa Monica's multi-tiered system of supports (MTSS) framework includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness essential for community school success. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). We employ a full-time Counselor, two School Psychologists, and an Acceleration Specialist to build relationship-centered spaces for our students, as these staff members work closely with the Family Center Director, who is becoming the Community School Coordinator in implementation. The Acceleration Specialist is a trained reading intervention teacher who works with teachers and with students individually or in small groups to analyze data and find reading gaps. Our school also provides special blocks of time to address learning gaps (reading intervention time).

## **2. Shared Power**

SMBCCS continues to practice an inclusive governance structure established through our creation as an independent, direct funded charter school. This process also reflects our transformation into a community school as described in this Plan, with active staff involvement and participation by students, parents, and community members in decision-making. Full-time, exempt employees are required to participate in governance, and all part-time and non-exempt employees, parents, and community members are encouraged to participate, demonstrating our *commitment to shared decision-making and participatory practices (cornerstone commitment)*. This unique governance structure stems from the initial charter conversion of our original charter school (Fenton Avenue Charter School) in 1993 and continues to ensure a highly responsible and knowledgeable staff and school community. It includes four governing committees that recommend policies and programs to the Board of Directors, with most school decisions guided by these recommendations. All councils/committees review, modify, and adopt school plans, new curricula, materials, and school culture strategies to improve student learning and school success. All council/committee approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval.

Parents and community members join advisory committees that support the councils and the Board: the Community School Steering Committee created during our planning year, the English Language Advisory Committee (ELAC), the Parent Advocacy Committee, and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) from all five Fenton charter schools. This meets monthly to review planning and will support implementation services. It will integrate recommendations into the yearly LCAP process to ensure community school services align with student achievement goals and outcomes.

Students, parents, and staff also complete surveys each year to reflect opinions on needed resources and services for the school community. This information directly impacts the decisions and recommendations of the committees and councils. Information to complete surveys is supported by videos to staff, students, and families to gather input on needed services. Information is sent to parents translated into Spanish and made available via Zoom, YouTube, Facebook, Instagram, and X (formerly Twitter). Annual school climate surveys are sent out to families through email and text messages with reminders to ease access and completion rates.

The Family Center Director (who will become the Community School Coordinator- CSC) has worked in planning to develop a collaborating agency process. This formalizes partnerships with memoranda of understanding (MOU) outlining SMBCCS's and partners' responsibilities and expectations for services and resources provided as part of the community school and is co-signed by SMBCCS and partners' leadership. This MOU process (need assessment, selections of partners with appropriate services to meet needs, meetings to determine how services can be provided, draft MOUs reviewed by the partners and the Fenton Charter Schools Community School Committee (comprising members from all five Fenton schools), with the finalization of services and MOUs that will be used in implementation.

### **3. Classroom-community connections**

SMBCCS has a robust staff dedicated both full and part-time to community school engagement and support of our families. Our Family Center Director (CSC) works with our PBIS Administrative Coordinator, Attendance Manager, and School Nurse to assist the Community School Director (CSD), who serves all five Fenton schools, with parent engagement. This includes the production and dissemination of a weekly newsletter regarding school resources, events, and activities open to families. The School Director (Principal) sends frequent phone and text messages to all student homes to maintain this communication. Further family engagement includes grade-level parent orientation meetings during the first few weeks of school, while families attend parent/teacher conferences formally twice a year and informally as needed by each student.

Our school hosts monthly family and community events that feature a mix of academic content (e.g., Family Math Night) with culturally relevant entertainment and food to incentivize participation. We offer financial literacy workshops for families to support their stability and job potential, typically in the evenings and weekends. SMBCCS provides a Family Center for parents and community members that will be at the heart of community school implementation services, with a schedule that includes classes for technology, English as a Second Language (ESL), financial literacy, and parenting skills such as behavior management. The Center engages with partners and communicates with and supports parents. The Extended Learning Opportunity Program (ELO-P) at SMBCCS provides enrichment services before or after school and on Saturdays. Services include community field trips for students and "parent and me" classes, in which parents work hands-on with their children on topics such as reading, math, and cooking/healthy eating.

An important part of family engagement is parent and family volunteer efforts, and SMBCCS has developed a well-honed process for involvement, with a sign-up process provided through our Parent Volunteer Handbook that provides 30-50 parent volunteers per year at our school and with direct recruitment for parent participation in decision-making councils/committees and advisory committees.

Teachers conduct parent conferences in the fall and spring to review student progress, with monthly progress reports disseminated to report student progress. They also send out at least weekly classroom announcements or direct messages to parents using the ClassDojo app. Our school has monthly student awards assemblies to recognize positive citizenship, achievement, work habits, and attendance. In-person orientation meetings support parents before the school year begins, while other events include Back to School Night (August) and winter performances and shows that bring families on campus. There are special events such as Math Night, Science Night, and Multicultural Night, that bring together parents and children. SMBCC has an Open House in the spring where a

culmination of activities is displayed in each classroom and around the school.

Students and families complete surveys twice yearly in the fall and spring to identify needs and gaps in resources to be addressed with partners. SMBCCS engages our current and prospective community partners through social media and email updates, as well as monthly Community School Committee meetings to which each partner is invited. Beyond these meetings, the CSC works one-on-one with each partner to plan integration and alignment of relevant services into the community school, based on the Needs Analysis our school completed during planning and which will be updated each implementation year. Current collaborating agencies with which we work form the foundation of classroom-community connections and include 9 Dots (coding), Rally in the Valley, Young Storytellers, Saban Community Clinic, Paramount Pictures, codeSpark Academy, Independent School Alliance, and the Foundation for Early Childhood Education.

The CSC builds on this foundation in implementation with new partnerships to address gaps in support that have been identified during planning. The Coordinator will be a key liaison between partners and students/families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

#### **4. A focus on continuous improvement**

Our focus takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. We use informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys from students, parents, and staff, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback that includes community input described above in *Shared Power*.

SMBCCS uses specific methods to share best practices and improve teaching practices. At goal setting in August and February, teachers and administrators meet one-on-one to set and measure progress on goals annually. The school also uses a peer observation model called “Earned Increase Walkthroughs” twice yearly. In these observations, administrators, faculty representatives, and/or lead teachers do 5-minute walkthroughs in each classroom and observe and document teaching based on four domains (Charlotte Danielson - four domains - Planning and Preparation, Learning Environment, Teaching, and Learning Experience), with an assessment report for each observed teacher. SMBCC uses a lesson observation model where teachers at each grade level observe each other teaching a lesson (30-45 minutes) they want to share. They meet afterward to discuss feedback and best practices. All new teachers receive observation twice a year doing a full lesson as part of the probationary status period (the first two years of teaching at any Fenton school).

Services and supports for students that demonstrate this focus on continuous improvement include:

- **What I Need Time (WIN Time)** is a daily 40-minute period where SMBCCS students engage in accelerated learning to achieve essential standards of their grade level. During Win Time, students work on materials at their level to ensure that they have the necessary prerequisite skills to achieve the learning objectives. Students may be receiving intervention, additional on-level support, or even enrichment during this time.
- **A Professional Learning Community (PLC)** framework began in 2022-23 and will continue through community school implementation. SMBCCS grade-level teams work to implement PLC cultural components, such as developing team norms, changing the format of grade-level

meetings to focus on the four critical questions of the PLC process, creating common formative assessments, and conducting data chats. Building on this PLC framework, the Fenton Charter Schools leadership team of Principals and Teacher Leaders, supporting 28 Fenton administrators and teachers, participates in the California Principal Support Network led by Solution Tree. This supports greater implementation of professional learning community practices and ways to embed and sustain them for continuous student learning and equitable school systems with a focus on intervention/extension (RTI) systems of support.

- SMBCCS has implemented a school-wide **Acceleration Instructional Model (AIM)** beginning in 2022-23 with the dedicated position of Acceleration Specialist working with students during WIN Time. Students also take pre-assessments, mid-unit-assessments, and post-assessments to define academic needs and to provide feedback on support services. Along with the Acceleration Specialists, grade-level teams participate in data chat meetings to identify the most effective instructional strategies and to share best practices.
- SMBCCS uses **Illuminate** to collect, report, analyze, and interpret weekly data regarding student progress. We also use **iReady** for data tracking and analysis in reading and mathematics. These scores are uploaded to Illuminate for a different perspective on data analysis. All formative and summative classroom assessments are placed into Illuminate, including state assessment data such as ELPAC and CAASPP. Common reports include measuring the progress of significant subgroups and using proficiency levels to guide Multi-Tiered Systems of Support (MTSS) decisions. The data can be analyzed by student, class, grade level, or schoolwide to determine areas of strengths and needs. The ability to create custom reports allows educators to analyze data by measuring the progress of significant subgroups.
- **Professional development** and planning are determined by the advisory committees and governing councils working with teachers and are selected based on a review of student assessments, new programs, or specific student curricular needs. SMBCC facilitates professional development on trauma-informed approaches to instruction, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports. We also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education. Teachers use 2-3 hours of planning time a week to review and address gaps in student data and to plan lessons. This time is also used as an alignment tool for each grade level.
- Our school leverages **technical assistance** from the LA County Office of Education, which offers professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start essential for continuous improvement. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

Fenton Charter Public Schools were identified as a "Gap-Buster" in the 2023 Stanford University Center for Research on Education Outcomes (CREDO) Report (2023) due to this focus on continuous improvement and results. According to the study, "Gap-busting" refers to schools that have been able to close the gap in achieved educational equity by ensuring minority and poverty students learn on par with or better than white peers. Fenton is identified as significantly improving outcomes for students in both Reading and Mathematics.

## 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.*

SMBCCS seeks to build upon the community school efforts begun during planning and will leverage our existing resources, including the Needs Analysis completed during planning and our Asset Map with potential resources and partnerships of benefit to our students and families. We will expand our involvement and communication with the following groups to ensure that our interest-holders deepen their involvement in the needs and assessment process as described below.

- **Parents and family members** will engage through ongoing activities that include Community School Committee meetings (monthly), ELAC meetings (each quarter), Coffee with the Principal (each month), Parent Advisory Committee meetings (each month), and climate surveys and needs assessments completed twice yearly in the fall and spring.
- **Students** will engage through Student Council meetings held monthly. 3-6 graders complete the California Healthy Kids survey each year. They are also elected to leadership positions on the Community Schools Committee, which includes students from four of the five Fenton charter schools (as Fenton Primary Center only serves grades TK- 2) and meets each quarter.
- **Administrators and staff** complete professional development weekly, through seven extra days during the school year and two weeks in the summer, and use this time to review community school implementation needs and services. Administrators and staff also complete surveys each year and attend monthly Community School Committee meetings. **Community partners** attend Community School Committee meetings monthly and support with development of the needs assessment/gap analysis created each year.

Our school engages regularly with students and families from historically marginalized groups, so a critical need and service provided is professional development support in areas such as cultural awareness and indigenous groups using Kagan's Cooperative Learning Structures. Our goal is to support students in seeing each other for who they are while assisting our teachers to teach empathy. SMBCCS also works with parents and community partners to host multiple multicultural events on our campus, as discussed in detail below.



**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/Indicator you aim to improve
By the end of the 2024-25 school year, increase the number of community partnerships confirmed through signed MOUs by 2-3 to expand available resources for students and families based on Needs Analysis.	Review and finalize Memorandums of Understanding (MOUs) with 2-3 new community partners each year for services for families.
By the end of the 2024-25 school year, our charter school will successfully build out a functioning Coordination of Services Team (COST) and referral system based on the MTSS system in place.	Create a single, dedicated COST Coordinator (the Community School Director) and shared leadership among staff who meet weekly to identify students for supports based on MTSS assessments and refer them and family members for services.
By the end of the 2024-25 school year, strengthen health screenings and services (vision, dental, hearing, physical health) to meet required needs according to assessments.	Establish MOUs for quarterly visits to the school campus from health partners as well as referrals for community services.

New community school targets and programs that SMBCC will establish during community school implementation will fall under the Four Pillars of Community Schools and directly relate to feedback received during planning from our parents, students, staff, and community partners.

**Integrated Student Supports.** Feedback through our SMBCCS planning survey indicated services that are needed or that are offered but need improvements, including positive behavioral supports, clothing and supplies, transportation, and nutrition services. SMBCC will build more partnerships with mental health providers and develop expanded services, including continuing and expanding our multi-tiered system of supports (MTSS) framework that includes mental health services through a trauma-informed lens, healthcare services, physical fitness, and social services to promote whole-child wellness. This will include increased community supportive services.

**Family and Community Engagement.** Family feedback through our planning survey demonstrates that a significant percentage of families responding agree that there is family input into core school operations, yet there is room for growth, which will be addressed in services and support during community school implementation. This includes family input into Curriculum and Planning (80% agree), Discipline Policies (77% agree), Operations (78% agree), Mission and Goals (79% agree) and Budget Planning (65%). Yet there is still significant room for family engagement

improvement. SMBCCS will recruit more parents and family members to be involved in school advisory committees, as well as create questions related to these areas in school surveys. The results of these opinions will be part of the recommendations of the committees and councils to the Governing Board to ensure family engagement and student and parent voice in school decisions. As well, our community school will also host more monthly family and community events that feature a mix of academic content (e.g., Family Math Night) combined with culturally relevant entertainment and food to incentivize participation. Feedback indicates a need and interest in Community Emergency Response Team (CERT) training by the Los Angeles Fire Department, financial literacy workshops for families to support their stability, as well as start saving for college.

Likewise, existing and new community partners who provide services directly on campus and through community referrals and sign MOUs with our school will be invited to and requested to attend monthly Community School Steering Committee meetings also attended by parents to detail services and explore ways to address family needs.

**Collaborative Leadership and Practices for Educators and Administrators.** SMBCCS will continue to utilize Solution Tree's Professional Learning Communities coaching academy, which will prepare teachers and staff to work collaboratively in recurring cycles of collective inquiry, action research, and continuous improvement to accelerate student learning. SMBCCS already does and will continue to facilitate professional development on trauma-informed approaches to instruction and student supports, including how to recognize and prevent potential triggers for students, as well as provide appropriate supports when needed. We will support social-emotional improvements by incorporating behavior management training (the foundation of PBIS) as well as additional training in trauma-informed practices, cultural sensitivity, and addressing students with special needs. Our teachers receive training on classroom management and cultural sensitivity, using Explicit Direct Instruction, Kagan Cooperative Learning Structures, and Positive Behavioral Interventions and Supports (PBIS). Additional social-emotional supports to deepen these relationships include Mutt-i-Grees lessons and the integration of the Second Step program into all classrooms. SMBCCS will also participate in professional learning opportunities through the California Afterschool Network and the Los Angeles County Office of Education.

**Extended Learning Time** services to be implemented and expanded during Implementation include increased collaboration time between teachers and our partner Think Together's expanded learning staff so they align instructional components to accelerate student learning during and after school, rather than needing to offer remediation services during the school day. This is a high priority, as per our planning survey, the lowest Very/Somewhat Satisfied levels by our families are with summer programs and before and after school programs, as well as nutrition. Leveraged ASES and ELO-P funding provides academic, physical fitness, and enrichment services for students. Implementation will include developing aligned services for parents and family members, such as financial literacy workshops, as that is not possible with our current funding. Teachers work closely with extended learning staff to align instruction and academic supports to accelerate learning.

### **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.*

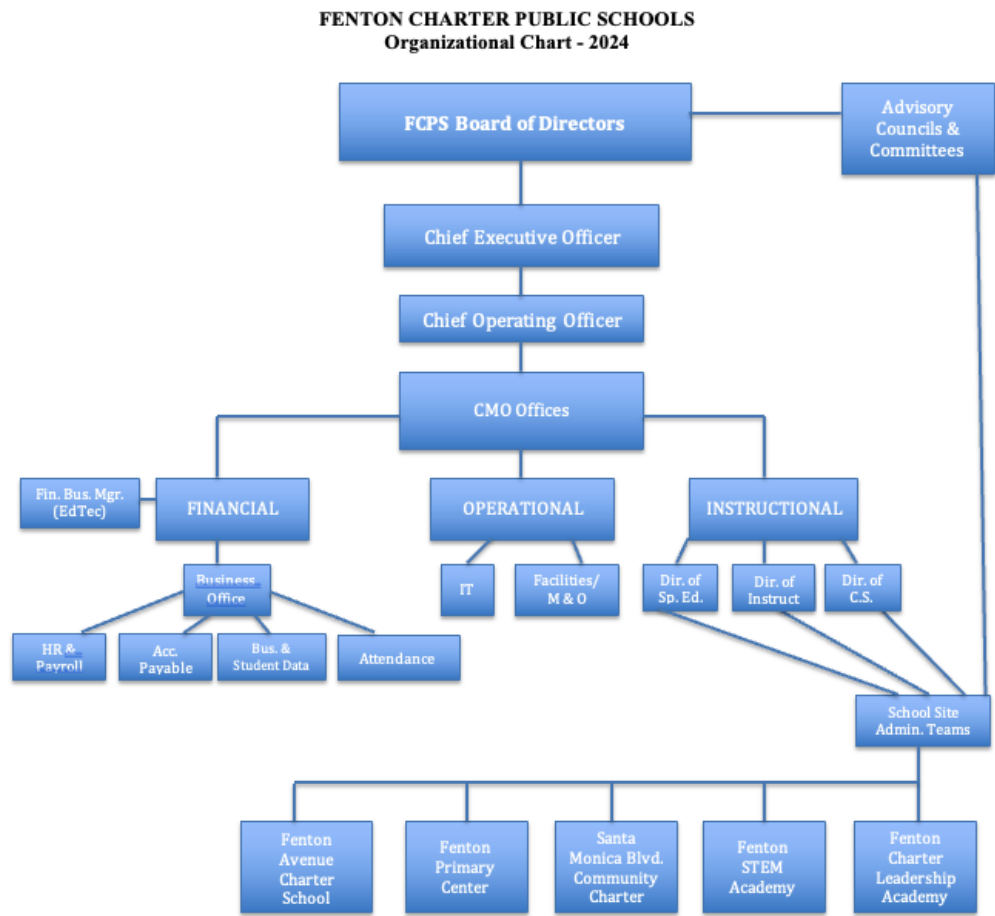
*Describe your goals for strengthening collaborative leadership.*

## Site Level Goals and Measures of Progress

Goals	Action Steps
Fenton Charter Public Schools (our Charter Management Organization overseeing our five charter school LEAs) will establish a system-level Steering Committee meeting quarterly by the end of 2024 to support school-level implementation and sustainability of the community school at SMBCC.	<ul style="list-style-type: none"> <li>-Fenton Director of Community Schools will work with all the Community School Coordinators (CSCs), including at SMBCCS, to develop and facilitate a regular monthly Community School Committee schedule of meetings and agendas for discussion.</li> <li>-Community partners common across all five LEAs will be requested to regularly attend meetings.</li> <li>- Student and Parent Leaders from each charter school will be nominated and selected to the CS Committee each year in the fall to attend meetings.</li> <li>- Organize community events and services across all five community schools.</li> <li>-Align overall services and programs implemented across all five community schools with the LCAP created and updated by each school each school year.</li> </ul>
SMBCCS will review and assess the shared authority and advisory functions of the four governing councils and advisory committees on campus to ensure maximum participation by all school community members by the end of the 2024-25 school year.	<ul style="list-style-type: none"> <li>- Review and revise, as needed, the process for governing council review of advisory committee recommendations to streamline the implementation of recommendations from students, parents, and partners.</li> <li>-Clarify and streamline the process and timeline for decisions regarding community school recommendations at the Board of Directors level.</li> </ul>
SMBCCS site-level Community School Committee continues from planning and will meet quarterly throughout 2024-25 to review actions and services at the school and report to the larger Steering Committee regarding school initiatives.	<ul style="list-style-type: none"> <li>- The SMBCCS CSC will develop and calendar quarterly meetings at times most convenient for attendance by students, parents, and community partners.</li> <li>- The CSC will ensure appropriate notification of the school community of the meeting and of results agreed upon after the meetings via email, the school website, and social media notifications as appropriate.</li> <li>-The CSC, the Director (Principal), and the Community School Director, as available, will work together to facilitate the</li> </ul>

	meetings while ensuring participation and feedback from school stakeholders.
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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):



Not addressed in the organizational chart is the responsibility of the community school coordinator (CSC). The CSC will report to the director of community schools for all Fenton Charter Public Schools and report monthly to the school’s committees/councils (SSC and SCRC). All recommendations will be presented to the director of community schools.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in 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.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure integration (through recommendations to the School Site Council) of the revised and updated community school implementation plan with the school LCAP revised and updated each year beginning in 2024-25. The community school implementation plan becomes part of the annual school improvement plan as defined in the LCAP.	<ul style="list-style-type: none"> <li>-Establish a clear timeline with required deadlines for LCAP recommendations to the School Site Council based on community school initiatives each year.</li> <li>-Ensure the participation of the Principal and at least one grade-level teacher in Community School Committee meetings while working directly with students, parents, and community partners.</li> </ul>
SMBCCS will review and assess the shared authority and advisory functions of the four governing councils and advisory committees on campus by the end of 2024 to ensure maximum participation by all school community members.	<ul style="list-style-type: none"> <li>-Establish a revised decision tree document with clear recommended flows of information from the advisory committees to the school governing boards and from the governing boards to the Board of Directors. This will include timelines and deadlines for the submission of recommendations and decisions based on the recommendations, and reasons for selection or declining to adopt each recommendation.</li> </ul>

SMBCC has a strong commitment to the four Cornerstone Commitments that will be reflected in the implementation of our Community School:

**A Commitment to asset-driven and strength-based practice.** SMBCC targets health as a strength-based practice. We have a full-time nurse assistant and school nurse with the use of PRN Nursing for additional support in the training and paperwork essential for compliance with student health requirements. We use Saban Health Clinic to provide free vaccine and immunization clinics at our school. During implementation, we will continue to provide a virtual informational meeting via Zoom for parents targeting Regional Center Support for Families, Mental Health - Identifying Needs in Children, Los Angeles Department of Mental Health - Crisis Response, and Helping You Navigate an IEP. Also, teachers train on and implement the *Responsive Classroom*, which aids in developing an academic environment that sets expectations in the classroom conducive to developing capacity in young leaders. The *Council in Schools* program strengthens the classroom/school culture and strategically addresses student socio-emotional needs through formalized, structured classroom discussion. SMBCC provides service learning for students to support an asset-driven education focused on valuing family culture, wisdom, family languages, and history, and offering cultural fluency to support student and family physical, emotional, and mental health. This includes classroom brainstorming to identify community needs and academic connections to these needs. Once a community service project is identified, students implement it and focus on reflection and evaluation of the experience. SMBCC has common community projects by grade level and works with a community partner to implement services. In addition to community projects, SMBCC also implements project-based learning tied to asset-driven and strength-based practice, such as using the Engineering Design Process to solve real-world problems.

**A Commitment to Racially Just and Restorative School Climates.** SMBCC is reexamining our PBIS framework to identify behavior intervention and aligned policies and procedures, while providing teacher professional development to address restorative practices embedded in the PBIS framework. We have a full-time Registered Behavior Technician (RBT) to support behavior de-escalation and prepare behavior plans. SMBCC has created a School Behavior Team that includes the RBT, the two School Psychologists, the School Counselor, an Administrator, and a Special Education teacher. Our intervention plan supports a restorative school climate. A Coordination of Services Team (COST) meeting will be scheduled as soon as any intervention is needed. COST helps design a plan, working with the parent and other family members as needed. If the situation requires a higher level of involvement due to extreme behaviors or the student is very limited academically, then a student study team (SST) meeting is planned. Usually, the SST has special education consultants who can make decisions to further assess for special needs. Services work closely with parents/guardians and seek community-driven services and resources to assist students rather than using punitive measures.

**A Commitment to Powerful, Culturally Proficient, and Relevant Instruction.** Our school is incorporating multicultural awareness activities into our curricula while providing opportunities to learn about and honor cultures. SMBCCS has a multicultural fair each year where the community gets to come and share their culture via food, dress, and arts (music/dance). We celebrate diversity monthly through social studies lessons (Hispanic Heritage, African American, Asian American, Women's History, and Inclusion, specifically for students with disabilities). SMBCCS teachers, led by the Fenton Charter Public Schools Instructional Coach, piloted several math programs for several months and selected the iReady Mathematics Curriculum while aligning with our existing iReady diagnostic assessments. Implementation began during the 2022-2023 school year. Preliminary results show an increase in mathematics growth. Teachers continue to receive professional development and support to better improve the use of the program and to support student learning in the classroom.

**A Commitment to Shared Decision Making and Participatory Practices.** SMBCCS uses four governing councils/committees that recommend policies and programs to the Board of Directors. Most school decisions are guided by these recommendations. All governing councils/committees review, modify, and adopt school plans, new curricula, materials, and school culture to improve student learning and school success. Parents and community members join advisory committees that support the councils and the Board: the Community School Committee created during our planning year, the English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget while reviewing and coordinating recommendations each quarter from the advisory committees. This past year during planning, we added the Community School Committee with members (staff, parents, and partners) at all five Fenton charter schools. This meets monthly to review the planning process and prepare for implementation services.

## **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
Fenton continues the established position of Director of Community Schools across all five Fenton Charter Schools and transitions the role of the current Family Center Director to become the Community School Coordinator at SMBCCS by August 2024.	<ul style="list-style-type: none"> <li>- Annual performance reviews are completed for both positions each year to ensure that duties and responsibilities are being successfully completed. The Director of Community Schools will be reviewed by the Fenton Charter Schools Chief Executive Officer and the Community School Coordinator by the school Director (Principal) and Community School Director.</li> <li>- If positions become open, job searches will prioritize qualified candidates from the surrounding community or demographically similar communities, and jobs will be posted widely to ensure a diverse pool of candidates.</li> </ul>
SMBCCS will develop a long-term sustainability plan by the end of the 2024-25 school year to ensure continuing funding after the five-year state implementation funding ends.	<ul style="list-style-type: none"> <li>- The Director of Community Schools will work with the CSC, the Director (Principal), and the Fenton administrative team to develop a long-term sustainability plan targeting both public and private fundraising while aligning existing funding to support the community school. This will be updated yearly depending on ongoing fundraising success and service needs as defined in the annual Community School Implementation Plan.</li> <li>- The Fenton Charter Schools CEO and Chief Operating Officer (COO) will regularly review funding opportunities working with partners and consultants to find those aligned with community school objectives and resources for students and families. SMBCC will support new funding for community school growth and programming from the range of federal, state, and private fundraising detailed below.</li> <li>- Establish a private sector fundraising plan during Year 1 of implementation led by the CSC working with the CS Director.</li> </ul>

### Key Staff/Personnel

Name and Title	Responsibilities
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CCSPP: Santa Monica Blvd Community Charter School Implementation Plan

Richard Parra, Director of Community Schools, shared equally across all five Fenton Charter Schools- 0.2 FTE at SMBCC.	Oversight and supervision of all community school services and partnerships, both across all five Fenton schools and at SMBCC. Works to establish and develop community partners with services and development of MOUs reviewed, signed, and executed each year with services detailed in the Implementation Plan.
Johana Juarez, SMBCCS Community School Coordinator (full-time position) (changed title from Family Center Director in community school implementation).	Provides day-to-day oversight of all community school services and resources while working with staff, students, parents, and community partners. Leads the annual assets and needs assessment working with the entire school community and the community school implementation plan updates working with the Community School Director. Co-facilitates meetings of the Community School Committee (with the School Director). Work with the Community School Director to develop new community partners and maintain current partnerships. Coordinates all parent classes and resources at SMBCC. Oversees the Family Center and fundraising and helps coordinate community school events.
David Riddick, Fenton Charter Schools Chief Executive Officer	Oversight of all community school services across all five Fenton schools. Main liaison to the Board of Directors regarding community school matters at monthly meetings. Direct supervision of the Community School Director.
Jason Gonzalez, Fenton Charter Schools Chief Operating Officer	Direct support of the CEO in managing Fenton Charter Schools oversight of community school implementation services, with a focus on sustainability and aligning existing school funding to meet the needs of students and families.
Cary Rabinowitz, SMBCCS Director (Principal)	Leads meetings and participates in the school's four governing councils/committees and advisory committees while working with teachers to lead professional development and curriculum implementation related to academics, SEL, and community school implementation. Co-facilitation of school governing board and advisory committee meetings while working with the Coordinator to develop and expand student, parent, and community partner participation.
Walter Gomez, Assistant Director	Participates in all four councils/committees and leads the English Language Advisory Committee. Helps lead professional development with English Learner compliance and testing.
Beth Henschel, Assistant Director	Participates in all four councils/committees and leads the School Site Council. Helps lead professional development in all state testing and compliance.
Ariana Gomez, Administrative Coordinator	Participates in all four councils and leads the School Site Council. Helps lead professional development in all state testing and compliance.



## CCSPP: Santa Monica Blvd Community Charter School Implementation Plan

Juan Vasquez, SMBCCS School Attendance Manager	Monitors all attendance records and compliance documentation. Provides monitoring of students who are at risk of being chronically absent. Provides data to administration to support intervention and provides information for suggested programming to improve student attendance and family engagement.
Jazmin Luna, SMBCCS Expanded Learning Coordinator	Oversees the ELO-P program. Plans and coordinates after-school events and field trips, and monitors enrollment and attendance in all after-school programs while working with our third-party vendors and our primary expanded learning partner, Think Together.
Xareni Robledo, School Counselor	Provides formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on immediate needs based on student, family, or staff needs.
Viviana Fonseca and Brittany Duquette, School Psychologists	Both provide formal and informal services for students. Formal service is guided by student IEPs. Informal services are based on an as needed basis. Also a member of the behavior team.

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

Our long-term sustainability plan for the community school will have key strands described below. The first is blending and braiding existing funding streams already present while using Fenton Charter Management Organization (CMO) and LEA staff expertise to align funding to support community school services. The use of braided funds from existing funding will be supported by results demonstrated over the next five years of CCSPP funding at our school on the effectiveness of our community school resources on student achievement. This effectiveness has a strong research base (see, for example, Maier et al. 2017) that well-implemented community schools with strong participation and support from the community can lead to improving student outcomes, particularly in the fields of attendance, academic achievement, and grade progression leading to high school graduation and postsecondary success.

The yearly process for reviewing school funding streams will be led by the Fenton Charter Schools CEO and COO, working with the Community School Director, the SMBCCS Director (Principal), and the CSC. This team will review funding each year when establishing and finalizing the school budget. This process will include recommendations by the governing councils/committees (with parents as members) as well as the advisory committees at SMBCCS. Our school will also seek funds to hire more Development support to spearhead community school fundraising over the next five years, from our current \$25,000 per year to over \$100,000 per year.

Existing funding to be reviewed and considered for sustainability will evolve over the five years of implementation funding but will potentially include the following.

- The **Expanded Learning Opportunities Program (ELOP)** funding is already in place at SMBCCS and targets the academic, social, emotional, and physical needs of students. It will be used to support expanded community school services in the after-school hours each school day.

- **21st Century Community Learning Centers** (federal funding for grades TK-8) and **After School Education & Safety (ASES)** (state funding for grades TK-8) also provide academic enrichment, college and career readiness, and family literacy support that can be used in the evening and weekend hours to better meet the needs of families.
- Repurposing **Local Control Funding Formula (LCFF)** funds, particularly supplemental grants to serve high-need students such as English Learners, low-income students, and foster youth.

The federal **Full-Service Community Schools** Program (FSCS) operated by the U. S. Department of Education is not currently implemented at SMBCCS but will be reviewed and considered for submission of an application and potential funding due to its strong alignment with our community school and services during implementation. Other potential competitive U.S. Department of Education funding for consideration include **School Climate Transformation** funds to enhance or expand PBIS and social-emotional learning resources. As well, the **Mental Health Service Professional Demonstration Grant Program** and the **School-Based Mental Health Services Grant Program** provided critical mental health resources that align well with the community school model.

Other state and local funds considered for application and new awards during implementation to support long-term sustainability for integrated student supports in community schools include:

- **Universal Prekindergarten** funds support LEAs that serve kindergarten students.
- **Medi-Cal** funds are available through the Billing Option program and Schools Medi-Cal Administrative Activities Program (CA Department of Health Care Services). These programs reimburse LEAs for direct and administrative services. SMBCC will work to partner with the LA County Departments of Public Health and Mental Health to start and expand Medi-Cal billing programs as a sustainability measure at our community school.
- California state funding through CDE for adult education funding (the **California Adult Education Program**) to serve parents and community members with needed basic literacy, citizenship, and GED preparation support.

Additional funds that SMBCC will review and potentially utilize during the CCSPP funding period and afterward if still available include the **Multi-Tiered Systems of Support (MTSS)** program, which provides state funding for services that support academic, behavioral, social and emotional learning, and mental health supports for students. The **California Universal Meals Program** provides additional funding for school meals, while the state **Educator Effectiveness Block Grant** supports educators' professional development, and the **Community Engagement Initiative** supports LEA's capacity to develop and maintain school-community partnerships.

SMBCCS will work to explore and, if possible, expand additional federal funding for community school sustainability beyond the Full-Service Community Schools program discussed above. These resources potentially include **Title I** (to support low-income students and families) and **Title II** (to improve teacher and principal quality) federal funds. Federal formula funds sub awarded by the California Department of Education (CDE) to consider for sustainability when available can include, for example, **Title I, Part A** schoolwide or targeted programs and **Title IV, Part A** (formula funds directly to LEAs).

Our charter school will also seek long-term sustainability through private funding. Our existing funders and supporters include essential school-driven fundraising led by the Community School Coordinator at our school. SMBCCS is interested in reviewing requirements for expanded fundraising during implementation, but this is at a preliminary stage and will be expanded during implementation.

## 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
As guided by the Fenton Community School Director and CSC, our community school will expand strategic community partnerships by a planned 2-3 partnerships each year of implementation in response to the gap analysis revised each year. Finalized MOUs will be executed by the end of each implementation year.	<ul style="list-style-type: none"> <li>- The Community School Committee will define the highest priority partnerships to support students and parents guided by parent and student feedback in surveys and leadership positions. This will be completed by December 2024 and then prior to the beginning of each implementation year beginning in August 2025 for Year 2.</li> <li>-The CS Coordinator will engage with potential partners for services and support.</li> <li>-Partnerships will be finalized with MOUs reviewed yearly.</li> </ul>
Committed partners demonstrate involvement and active participation in services and support of the SMBCCS community school through meetings and engaged contact with the CSC each implementation year.	<ul style="list-style-type: none"> <li>-Partners will attend Community School Committee meetings (both for across all 5 Fenton LEAs and at SMBCC) to share services and participate in decision-making.</li> <li>-The CSC will maintain weekly regular communication with partners via email, texts and social media posts regarding community school activities, as documented weekly in a tracking Excel sheet and Calendar.</li> </ul>

*Describe 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:*

SMBCCS's current partnering agencies include 9 Dots (coding), Rally in the Valley, Young Storytellers, Vision to Learn mobile eye clinic, Saban Community Clinic, codeSpark Academy, Independent School Alliance, and the Foundation for Early Childhood Education. In addition to assessing needs and gaps, we conduct annual asset mapping of our surrounding community to identify key resources and partners. The CSC is building new partnerships to address gaps in support

that are identified during planning, and this process will continue during implementation. The Coordinator is a key liaison between partners and families to ensure services are accessible and consistent, which can be a challenge when bringing partners onto campus.

Based on our planning period, we plan to establish additional partnerships to meet the needs of students and families. As refined in planning and utilized during each year of implementation, Community partnerships are directly responsive to the vision and priorities of all community stakeholders. These are established during annual surveys of staff, students, and parents completed in the spring of each year. Parents will join regular Community School Committee meetings to review needs based on the Needs Analysis updated each year and recommend potential partnerships with community agencies defined in the updated Assets Map for SMBCCS's surrounding community. This will be facilitated by the CSC, who will coordinate meetings and eventual MOUs with agencies for services working with the Community School Director. Community School deliverables (needs and potential community resources) in this Committee are also an important part of the LCAP process each year, where they are directly tied to school and family achievement goals and outcomes.

## 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 goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports offered to administrators, educators, classified staff, families, and other role groups as necessary. 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
Utilize educator professional development to provide an Appropriate Basic Condition of Learning (LCAP Goal 3) and Increase Student Achievement (LCAP Goal 1) through services for staff and parents/guardians that support community schools during each implementation year.	<ul style="list-style-type: none"> <li>-Provide regular and ongoing professional development (PD) throughout the year, with a particular focus on PD for high-need students (English Learners, those classified as MTSS Tiers 2-3, and others assessed as high need.</li> <li>- Lead Teachers for each grade level, including special education, to create pacing and assessment plans annually aligned to community school resources.</li> <li>- All teachers participate in monthly Instruction Committee meetings to discuss PD and improve new plans to support the community school model.</li> </ul>
Increase meaningful and purposeful student, teacher, and parent engagement (LCAP Goal 2) via learning provided through professional development each	-PD activities for the community school are determined by advice and recommendations from governing councils and advisory committees (including the Community School Committee). PD is selected based on a review of student assessments, new community school programs,

implementation year for our community school.	<p>and policies implemented to support student and family achievement.</p> <p>-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute.</p> <p>-RampUp for student success professional development by Communities in Schools completed by teachers.</p>
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SMBCCS leverages technical assistance to support our community school implementation from the Los Angeles County Office of Education, which offers quarterly professional learning and resources around Accountability Support and Monitoring, Curriculum and Instructional Services, Student Support Services, Special Programs, Specialized Services, and Head Start. We will also leverage technical assistance for our expanded learning program through the CA Afterschool Network on topics like enhancing social-emotional learning or promoting diversity, access, equity, and inclusion.

We also address the Four Key Conditions for Learning in our community school development and implementation:

Supportive environmental conditions that foster strong relationships and community.

- SMBCCS provides a Family Service Director (who will become the Community School Coordinator during implementation) to engage with parents during school hours and communicate regarding opportunities for services and involvement at SMBCCS. Our School Psychologists offer individual and group counseling for students, with emotional support and coping strategies to help students build resilience. She assists with attendance monitoring to combat chronic absenteeism and works with families to overcome barriers to attendance.
- Our school, in implementation, seeks to hire additional Teacher's Aides (with a target of one for every classroom) to promote more individualized learning with students.
- SMBCCS has anti-bullying campaigns and restorative justice practices. Our school provides trainings, professional development, and resources to support families to understand and exercise their legal rights and advocate for their students. Professional development for teachers targets behavior management and program alignment of the MTSS and PBIS models. Staff receive trainings in trauma-informed and community challenges such as equity and diversity.

Productive instructional strategies that support motivation, competence, and self-directed learning.

- Our school uses both informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and stakeholder feedback to create strong relationships among teachers and with students and family members. These include Goal-setting meetings in August and February in which teachers and administrators meet to set and measure progress on community school goals annually that inform the Local Control and Accountability Plan (LCAP) and Implementation Plan revisions.
- Professional development activities are determined by the advisory committees and are selected based on a review of student assessments, new programs, and policies being implemented, or the specific curricular needs of students. During implementation, we will

provide expanded professional development for paraprofessionals in supporting academic and behavioral needs in the classroom and to support families.

Social and emotional learning that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.

- SMBCCS offers socioemotional and behavioral supports for students, such as Mutt-i-Grees lessons and integration of the Second Step program. This will include lessons on gaining confidence, making good choices, and supporting students in building good peer relationships in and out of the classroom. This is supported by aligned teacher professional development for both Mutt-i-Grees and Second Step, expanded during implementation. As well, selected staff (such as special education staff) complete annual Nonviolent Crisis Intervention Training.
- Expanding programming: offering after-school tutoring, sports, and additional activities
- Increasing communication: awareness of before/after school and summer programming

Systems of support that enable healthy development, respond to student needs, and address learning barriers.

- SMBCCS implements multi-tiered systems of support to maximize resources for students most in need while addressing the academic, behavioral, and socioemotional needs of students. Following the MTSS model, service classifications move from Tier 1 (serving all students) through Tier 2 (targeted supports individually and in small groups) to Tier 3 (intensive one-on-one supports to students and families in high need).

## 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
Educators will better understand the roots and practical effects of community learning through professional development completed during the 2024-25 school year. Parents and students will understand how community resources provided through partnerships on the school campus can support student learning and well-being. All	-Staff, Parents, and community partners complete the six-part Professional Learning Series on Community Schools by the Learning Policy Institute in Year 1 of implementation. This will be summarized and reviewed prior to the beginning of each year of implementation.

school groups will understand the importance of collaborative decision-making and leadership for a successful community school.	-RampUp for student success professional development by Communities in Schools completed by teachers in Years 1 and 2 of implementation.
Teachers will continue professional development in culturally responsive teaching methods, including classroom management and cultural sensitivity, throughout the 2024-25 school year. We use Explicit Direct Instruction, Kagan Cooperative Learning Structures, and PBIS to guide teacher PD and instruction.	<ul style="list-style-type: none"> <li>- Teachers form specific student groups to maximize learning for each subject based on personality charts, data, and collaboration skills.</li> <li>- Students are given direct instruction on specific lessons. Prior to beginning the collaborative learning groups, each teacher checks for understanding by randomly selecting students using any of the following methods (student names on sticks or a digital random selector from a computer displayed on the smart board).</li> <li>- Teachers also review the rules created using PBIS and have students chant or repeat classroom rules daily. The classroom rules are generated by the foundation of the school's PBIS model and student input.</li> </ul>
Train all teachers on The Responsive classroom in the 2024-25 school year, with continued training as required in subsequent years. Continue training and implementing Mutt-i-grees throughout the 2024-25 school year and subsequent implementation years.	<ul style="list-style-type: none"> <li>-Train teachers annually on Responsive classrooms. Implement this evidence-based approach in the classroom setting and align it to the school-wide Positive Behavior Intervention model.</li> <li>-Continue to partner with Yale University and Mutt-i-grees to implement the most recent research on the impact of caring for animals and the effect on positive social-emotional learning.</li> <li>-Provide teachers time monthly to share and update the program lessons used or being developed.</li> </ul>
Begin training on the specifics of the Engineering Design Process in science and math during the 2024-25 school year. Our math curriculum i-Ready Math is created with this design in mind. We will continue this training during 2024-25 and 2025-26.	-Provide continued professional development on the current math program. Add professional development on the details of Engineering Design to better understand the math program lessons. Find and adopt a science curriculum with the same approach by 2026.

## 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/Indicator
SMBCCS staff, parents, and partners will align community school implementation services with the goals, outcomes, and activities that comprise the Local Control and Accountability Plan (LCAP) updated each year by our community school. This will be reviewed and finalized by the SSC by the start of each implementation year.	- The Community School Committee approves and provides recommendations each quarter for activities to be included in the LCAP that align with specific LCAP goals and outcomes.	As per outcome measures established by CDE, SMBCC will report on baseline and improvement measures each year of implementation through whole school numbers and student subgroups. - School Attendance rates - Chronic absenteeism rates - Proficiency for 4th grade, using CAASPP standardized tests for
The SMBCCS Community School Implementation Plan will be updated each year in the spring to reflect evolving needs data and community assets as demonstrated in the revised Assets Map each year.	- Community School Committee meetings (the Fenton CMO Steering Committee and the SMBCCS School Committee) will work with partners to review services for alignment with the Needs Assessment in quarterly meetings. -The CSC and Director will update the Plan with approved services each year. - Community School activities will align with LCAP goals and outcomes, while LCAP metrics will inform activities selected in the Implementation Plan	English Language Arts and Mathematics - Pupil suspension and expulsion rates - School climate surveys  In addition, local measures of progress will be assessed each year, including: - the Number of Community School Committee meetings each year - the number of parents participating in Leadership positions (membership in school governing council or advisory committee) - the number of parents involved in community school activities - Yearly evaluation plan assessment - Asset Map and Needs Assessment is updated each year.
SMBCCS will create an evaluation plan during the 2024-25 school year to be updated each subsequent year prior to the start of Implementation with the baselines and improvements in meeting the outcomes and indicators described at right.	- SMBCCS will use the Illuminate system to gather achievement data by school and selected subgroups in the spring of each implementation year. - The CSC will work with the School Director (Principal) to gather information on the number of meetings, leadership	



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	<p>positions for parents/family members, and participation in activities.</p> <ul style="list-style-type: none"><li>- The CSC will lead the Asset Map and Needs Assessment review in quarterly meetings each year, working with the CS Director.</li></ul>	
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