

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

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

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

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

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

CA CS Framework Overview

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

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

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

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

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

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

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

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

Capacity-Building Strategies Overview

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

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

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

CCSPP: FDR IMPLEMENTATION PLAN

School Site Contact Information

School Site: F.D. Roosevelt Elementary School

Contact Name: Principal Jennie Whitaker (jennie_whitaker@lawndalesd.net)

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

FDR's commitment to establishing community schools is deeply rooted in the guiding moral imperative reflected in LESD's vision statement, "Champions for equity & access for all." This commitment is further solidified through the adoption of four central goals that drive our Local Control and Accountability Plan (LCAP):

- Goal 1: Increase Academic Achievement: Ensure all students learn through access to high quality actions and services that increase academic achievement and civic, career, and college readiness.
- Goal 2: Ensure Access and Equity: Provide high quality actions and services to eliminate barriers to student access to required and desired areas of study.
- Goal 3: Improve Parent and Student Engagement: Ensure all school sites have safe, welcoming, healthy and inspiring climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.
- Goal 4: Provide 21st Century Learning Environment: Invest in optimal learning environments that enhance student learning and ensure safety.

From these district goals, LESD has a proven track record of implementing targeted initiatives that are aligned with the four pillars that are fundamental to community schools:

Integrated student supports. LESD has implemented robust integrated student support systems, bolstered by dedicated funding for School Social Workers at every site. Additionally, the district's Social Worker Intern program facilitates the provision of essential mental health services to students at school, aligning with Goal 2. Monthly vaccination clinics organized through Partners for Healthy Kids not only promote student health but also offer TB tests for parent volunteers, contributing to Goal 3. Further advancing these initiatives, LESD has collaborated with Providence Little Company of Mary Hospital to develop a Community Wellness Center scheduled to open in 2024, addressing both Goals 2 and 3. The orchestration of these efforts falls under the leadership of the Director of Student Support Services.

Family and Community Engagement. In the realm of Family and Community Engagement (Goal 3), the Director of Special Projects spearheads LESD's initiatives. This includes the implementation of Family University, a 3-Tier parent engagement model committed to fostering partnerships between schools, families, and communities. Each school site benefits from a designated Community Liaison, entrusted with building community, facilitating communications, and enhancing capacity among parents and staff. The district is proud of its robust and growing parent volunteer program, featuring a streamlined application process and volunteer training designed to empower parents to contribute their time and talents to the school community. To strengthen trust and relationships between teachers and parents, LESD partners with Learning Heroes, offering training opportunities for teachers in building trust, sharing data, employing multiple measures, setting goals, and navigating challenging conversations.

Collaborative Leadership and Practices for Educators and Administrators. Collaborative leadership and practices for educators and administrators are cultivated through comprehensive training programs. Participation in the School Site Council (SSC) and English Learner Advisory Council (ELAC) at school sites is encouraged, overseen by the Director of Special Projects through the District Parent Advisory Council (DPAC) and District English Learner Advisory Council (DELAC).

Principals undergo regular training through monthly meetings, focusing on need assessments, evaluation of strategies, and the development and revision of their School Plans for Student Achievement (SPSAs) in collaboration with their SSCs.

Extended Learning Time and Opportunities. LESD's commitment to Extended Learning Time and Opportunities is exemplified through the Realizing Amazing Potential (RAP) program, which has served Lawndale students for over 25 years. This initiative provides before-school, after-school, and summer learning programs designed to address the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Prioritizing unduplicated students, RAP plays a crucial role in closing opportunity gaps and is overseen by the Director of Extended Day Programs.

Becoming a community school, then, is a natural progression for LESD, building upon the extensive support systems already in place. Our vision for a community school is deeply aligned with the Overarching Values outlined in the CA Community Schools Framework, integrating them seamlessly into our existing initiatives to create a more cohesive and collaborative learning environment. By formalizing and deepening our commitment to the community schools approach, we can further enhance the impact of our existing initiatives and create a more cohesive and collaborative learning environment.

Overarching Value 1: Racially-Just, Relationship-Centered Spaces

Our vision for a community school strongly amplifies our commitment to creating racially-just, relationship-centered spaces, aiming to establish an inclusive and equitable environment where every individual feels seen, heard, and valued. This commitment extends beyond existing programs to embed these principles in every facet of our educational community. LESD is devoted to developing high levels of student and family engagement, evident in the funding for initiatives such as Family University, the presence of social workers and community liaisons at each school site, highly engaging social-emotional development opportunities through our RAP Program, and training for teachers in building trust with families. Additionally, administrators actively participate in Cultural Proficiency training and coaching with partners like Nicole Anderson and Associates, while our school benefits from student, parent, and educator Affinity Spaces facilitated by Trajectory of Hope. Furthermore, mentorship opportunities are provided for our African-American/Black students through the impactful RISE (Resilience, Intelligence, Self-Determined, Excellence) program led by 100 Black Men of Los Angeles. While each of these efforts contributes to positive school climates and cultures that are racially just, caring, identity-safe, and nurturing of a sense of belonging, they are not currently coordinated into a coherent, systematic whole. Community Schools would provide the capacity to stitch all these programs and partners into a coordinated, collaborative system, aligning with our overarching values and creating an environment where everyone learns and grows together, both before, during, and after school.

Value 2: Shared Power

The community school model inherently embraces shared decision-making and collaborative governance, a vision that involves empowering students, families, educators, and community partners to actively contribute to shaping the educational experience. By formalizing our commitment as a community school, we ensure that power is distributed inclusively, fostering a sense of ownership and responsibility among all stakeholders. Although LESD has established a robust system of supports for parents, teachers, and staff to collaborate through site-level School Site Councils (SSCs) and English Learner Advisory Councils (ELAC), alongside districtwide District Parent Advisory Council (DPAC) and District English Learner Advisory Council (DELAC), the focus has historically been limited to site

activities supporting academically struggling students funded through Title I. FDR has Parent Teacher Associations (PTA), enabling additional partnership support. The shift towards Community Schools would facilitate the expansion of collaboration beyond academic support to encompass comprehensive services for the whole child. This shift also involves the active participation of our external community partners and of students, fostering a sense of agency and productive action, as we move towards a more holistic and inclusive approach to education. F.D.R. Elementary also utilizes a 5th grade team of student leaders, the R.O.A.R. team, led by a site social worker and 5th grade teacher, who lead by example in supporting school values for ownership of behavior and positive culture on campus.

Value 3: Classroom-Community Connections

At all elementary sites, the K-5 curriculum includes a unit on government, democracy, and community support through the Benchmark Reading program, however, there is a collective desire for greater involvement of local government with schools, creating an opportunity to connect classroom learning to local history, values, and institutions. The implementation of maker spaces at the elementary level and the middle school Technology, Robotics, Engineering and Coding (TREC) program is focused on project-based learning and is directly connected to the Career Technical Education (CTE) learning pathways available at our neighboring high schools. Additionally, RAP provides academic and enrichment support beyond the traditional school day and year, encompassing various opportunities such as tutoring, maker spaces, experiential learning, science, computer coding, sports, music, art, dance, leadership, fitness, gardening, and career technical education. Many RAP Program opportunities extend beyond the school campus, incorporating community-based learning and altruistic service connections. These existing initiatives have laid the groundwork for strong connections between classrooms and communities, and our journey toward community school transformation seeks to deepen these ties, forging a symbiotic relationship where learning extends beyond the school walls. In this vision, students, families, and the broader community actively participate in shaping the educational journey, creating an environment where community values inform classroom practices.

For African-American/Black students, the 100 Black Men of Los Angeles' R.I.S.E. program provides mentors for 4th and 5th grade students, helping them develop skills to address real-world issues. Trajectory of Hope supports families with Affinity circles, offering a space for holistic self-reflection and collective action. Facilitators guide participants to unpack lived experiences, uncovering how implicit bias influences decision-making. This process enables individuals to connect around critical issues impacting Black, Indigenous, and People of Color, fostering collective action to address inequities affecting children and communities. Recognizing parallel requests from Hispanic/Latinx parents, coordinators at both the district and site levels for community schools would possess the capacity to identify and establish connections with community resources, guaranteeing the growth and enduring support of these invaluable programs.

Value 4: A Focus on Continuous Improvement

Presently, our school engages in an iterative cycle of reflection, analysis, and planning through the Single Plan for Student Achievement (SPSA), developed and monitored by the School Site Council involving parents and staff. Academically, our teachers, with the support and guidance of our site-based teacher leaders, are using data gleaned from periodic i-Ready diagnostic benchmarks and locally designed assessments to guide their small group instruction, while social-emotional and behavioral screener data are gathered by our School Social Worker to inform counseling supports at

regular intervals throughout the school year. This data is dispersed across different data systems, creating silos that hinder a holistic view. Our vision incorporates the framework's emphasis on continuous improvement and harnesses improvement science methodologies to systematically refine and adapt our practices. This approach ensures responsiveness to feedback, data, and best practices, fostering an environment of ongoing learning and growth. Comprehensive data software becomes imperative not only for tracking and monitoring student performance but also for projecting alternative interventions based on continuous improvement principles. The lack of a unified repository for data collected through universal screeners; diagnostic, common formative, and summative assessments; attendance patterns; office referrals for health or behavior; surveys; and improvement science Plan-Do-Study-Act (PDSA) cycles limits the ability to comprehensively assess and analyze through an Multi-Tiered System of Supports (MTSS) lens. Investing in an integrated data system will not only reduce redundancy but also enhance overall efficiency, providing school communities with actionable, asset-based, and community-driven data. This approach ensures that improvement efforts are grounded in evidence and continuously refined to focus on student learning conditions, well-being, and outcomes.

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.**

To deepen the needs and asset assessment process and engage the entire community in identifying top community school priorities and vision, we will build upon the initial successful engagement efforts conducted during the planning phase. Our initial engagement endeavors involved various stakeholders, such as administrators, certificated staff, classified staff, students, family members, and community partners. During this initial stage, we shared information about the California Community School Partnership Program (CCSPP) in staff meetings, Coffee with the Principal sessions, and other community meetings. We included CCSPP as an agenda item in various forums and encouraged participation. As part of this phase, we identified the many strengths of our existing initiatives and sent out a survey to all staff and families, inviting their input regarding the assets and needs of FDR Elementary.

Simultaneously, we established a CCSPP team with multiple roles represented to develop the initial vision for our school, document assets, and establish needs. We scheduled two meetings and reviewed CCSPP guidelines and watched relevant videos to gain insights, engaged in discussions, and utilized digital platforms like padlets to record assets and needs. We also utilized survey data from staff and families, along with input from the “Needs” padlet, to determine the top priorities for our school based on site-specific data. During the first meeting, we reviewed the California Community School Partnership Program (CCSPP). The team watched the Oakland Community Schools Video to gain a better understanding. We discussed the assets of the school and shared the FDR Asset padlet for the team to record their ideas. We reviewed the ideas and discussed the information. We shared the FDR “Needs” padlet to capture our site’s needs. Our team spent time filling in the assets and needs. The team read the responses and had a discussion around the various ideas. During the second meeting, we reviewed the survey data collected by staff and families and the input on the “Needs” padlet to determine the top priorities. We reviewed our site data: academics, behavior support, attendance, social-emotional support/learning, and parent engagement to solidify our top priorities.

Building on these foundational efforts, our future plans for engagement will extend and tailor these outreach methods further. We will continue to use surveys to gather input from the community, ensuring a broad representation of perspectives. The engagement team, inspired by the structure of the CCSPP team, will play a crucial role in fostering continued dialogue, ensuring that the unique strengths and challenges of our school community are comprehensively considered. Additionally, this approach will be adapted to ensure the active participation of historically marginalized student and family groups, utilizing culturally sensitive outreach methods and targeted discussions to create an inclusive space for all voices.

Through this multifaceted and iterative engagement approach, we aim to deepen the collective understanding of priorities and co-create a vision for our community school that reflects the evolving wisdom and aspirations of our diverse community.

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

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement,

collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority

Outcome/Indicators you aim to improve

Draft Collective Priority One:

Expand Integrated Student Supports and Services to meet the needs of the whole child.

Services to explore (from Needs Assessment)

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| <ul style="list-style-type: none"> ● Academic Intervention embedded throughout the day ● Academic Tutoring Support ● College and Career Readiness: Pre-CTE programming, AVID, field trips, fairs ● Inclusive & Collaborative Teaching ● Extended library hours before/after school ● Mental Health Screening and Services ● Health Screening and Services (vision, dental, hearing, neurological, physical health) <ul style="list-style-type: none"> ○ LESD Community Clinic ○ Expand partnerships with local hospitals/medical centers (Providence, Beach Cities Health) ○ Vision/Dental/Hearing Screenings ○ Alcohol/Drug/Vaping Prevention ● Nutrition Services and Support <ul style="list-style-type: none"> ○ Food Bank ○ Parent workshops around health and nutrition ● Expanded Learning Opportunities <ul style="list-style-type: none"> ○ Before School (times/services) <ul style="list-style-type: none"> ■ Before School RAP Program ■ Extended library hours before ■ Transportation Support before school ○ After School (times/services) <ul style="list-style-type: none"> ■ Transportation support after school ■ Extended library hours after school ○ Extended Sports program ○ Summer School ○ Affordable Summer/Spring Break Camps ○ During School (learning pathways, differentiated instruction, lab times, etc.) <ul style="list-style-type: none"> ■ AVID ■ STEM Partnerships ■ Pathways to CTE | <ul style="list-style-type: none"> ● iReady data ● SBAC Data ● Local Assessments ● Grades ● Discipline referrals, suspension data, attendance data ● Enrollment Data ● Attendance Data (schoolwide) <ul style="list-style-type: none"> ○ absences ○ tardies ● Program-based attendance <ul style="list-style-type: none"> ○ Fairs/field trips ○ Expanded learning programs ● Feedback/Evaluations: Surveys |
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Draft Collective Priority Two:

Expand and Foster Social-Emotional Development and Positive School Climate

Services to explore (from Needs Assessment)

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| <ul style="list-style-type: none"> ● Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) <ul style="list-style-type: none"> ○ More Counseling and Social Skills Development ○ Conflict Mediation led by counseling team <ul style="list-style-type: none"> ■ Peer mediation program ○ More Social Skills development ○ Restorative Practices training for all staff ○ Coordination of supports (Site Based): <ul style="list-style-type: none"> ■ Mental/Physical Health Services ■ SEL ■ PBIS (RBT- additional) ■ Academic ■ Attendance ● Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) <ul style="list-style-type: none"> ○ Staff training around SEL, Mindfulness ○ Designated SEL/Mindfulness built in throughout the day ● Health/Wellness & Nutrition Offerings ● Alcohol/Drug/Vaping Prevention ● Student Leadership Development and Opportunities | <ul style="list-style-type: none"> ● California Healthy Kids Survey Data ● SEL screeners ● PBIS Behavior data ● Office Referral Data ● Attendance Data ● Suspension Data ● Mental Health services data ● Health Office Referrals ● Student Check-ins ● Counseling Referral Data |
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Draft Collective Priority Three:

Grow community and family engagement to support student success.

Services to explore (from Needs Assessment)

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| <ul style="list-style-type: none"> ● Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) <ul style="list-style-type: none"> ○ Bridge School/Home communication <ul style="list-style-type: none"> ■ Community Liaison: expanding hours ■ Family Orientations: (during the summer) Welcome, online forms, lunch, etc ■ All staff engaging and interacting with families: pickup and drop off, communication (conversation and paper) ■ Family Center open and available to community to develop relationships and partnerships with families ● Family Workshops (parent/student) <ul style="list-style-type: none"> ○ Prevention Workshops for Families: <ul style="list-style-type: none"> ■ Alcohol/Drug/Vaping Use Prevention ■ Attendance Concerns ■ Student/Parent classes as a preventative and/or restorative measure ● Mental Health Services - Family ● Affordable Spring Break/Summer Camp ● Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) <ul style="list-style-type: none"> ○ Establish Parent Center as a collective learning and support space for families ○ Expand Partnership with El Camino Community College ○ Expand Family University Workshops: <ul style="list-style-type: none"> ■ Mental Health ■ Understanding Teenage Years ■ Drugs/Alcohol ■ Special Education ■ English Learners ■ Literacy ■ Financial Education | <ul style="list-style-type: none"> ● Parent Participation/Attendance ● Feedback/Evaluation through parent surveys ● ParentSquare subscription and engagement data |
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<ul style="list-style-type: none"> ■ Anti-Bullying ■ Technology ■ Social Media/Cyberbullying ■ Transitioning to Middle School ● Resources: <ul style="list-style-type: none"> ○ Affordable Childcare <ul style="list-style-type: none"> ■ Expanded PK program ■ Community Organizations ○ Immigration Resources ○ Community Resources ○ ESL Classes ○ Technology Access ○ Basic Needs <ul style="list-style-type: none"> ■ Food ■ Clothing ■ Medical/Health 	
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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.

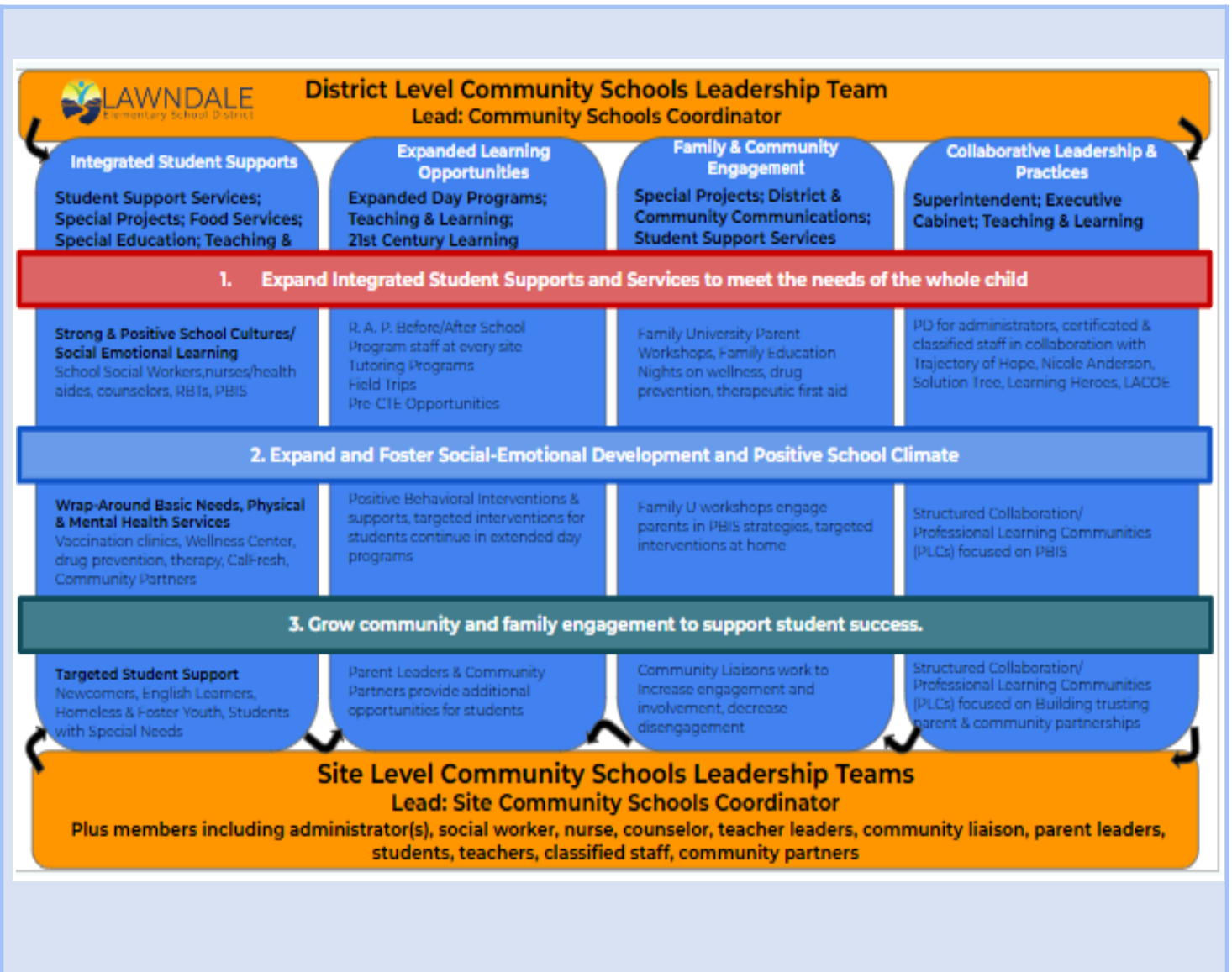
Site Level Goals and Measures of Progress

Goals	Action Steps
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<p>LEA: Review and enhance the composition of the District-level steering committee/advisory council to accurately represent the diversity of the community, with a specific focus on inclusivity for historically excluded communities.</p>	<ul style="list-style-type: none"> ● Engage in exploratory and visioning activities to gain insights from both school sites and the broader community. ● Sustain leadership development opportunities for families through Family University, emphasizing asset-based approaches and inclusivity across multiple languages to enhance their skills for effective leadership positions. ● Maintain the provision of interpretation, translation, childcare, and other accommodations (such as support for deaf/blind students, parents, and the community) to facilitate diverse interest-holders' participation and ensure accessibility.
<p>School: Establish a community schools implementation team to develop and monitor the plan as well as cultivate and build partnerships with community agencies</p>	<ul style="list-style-type: none"> ● Build relationships to identify current and potential student, staff, family and community leaders who could serve on emerging community school leadership teams, with a focus on historically excluded student, family and community groups to ensure diverse representation reflective of the school community. ● Hold initial interest meetings to develop a plan to establish a community schools leadership team ● Plan student, staff, parent, and community meetings to: <ul style="list-style-type: none"> ○ Map and assess the current shared governance structures to understand their purpose and composition. ○ Develop a process for analyzing its current leadership model and decision-making structures with the goal of establishing a more “flat” and democratic governance structure. ○ Build relationships to identify current and potential student, staff, family and community leaders who could serve on emerging community school leadership teams.

<p>Investigate the creation of a student leadership council aimed at nurturing students' sense of agency and fostering productive action.</p>	<ul style="list-style-type: none"> • Conduct initial interest meetings to outline a strategy for forming a student leadership council. • Deliver leadership development opportunities to students, enabling them to enhance their skills and succeed in leadership roles. • Organize student meetings to initiate the development of the student leadership council.
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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 or other graphic):



Strategy 4: Coherence: Policy and Initiative Alignment

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Develop, in collaboration with students, staff, families and community partners, an LEA visioning document that outlines a shared purpose statement, initial goals and the alignment of community school implementation across LCAP/SPSA Goals and the three District Drivers of Professional learning communities, data-based decision making, and MTSS; as well as PBIS and social emotional learning; and expanded learning opportunities.</p>	<ul style="list-style-type: none"> ● Identify policies that can provide support, including financial, resourcing, and/or implementation, that align with and reinforce the shared vision for community schooling. ● Create a template/resources to support school-level mapping of allied initiatives, programs, and personnel.
<p>With support from the LEA, FDR will work to interpret and implement multiple LEA policies and initiatives (LCAP/SPSA and the three drivers of Professional learning communities, data-based decision making, and MTSS; PBIS and social emotional learning; expanded learning opportunities) in a manner that works towards coherency and supports the community schools strategy and implementation plan.</p>	<ul style="list-style-type: none"> ● School leadership, staff, along with students, families and community partners, collaborate to integrate school-wide efforts and reflect on collaborative efforts for the purpose of alignment.

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Ensure key staffing are in place to lead and facilitate the implementation of the community schools approach.</p>	<p>With support from partner districts, R-TAC and S-TAC, gather relevant job duties and responsibilities to create a job descriptions for the District Community Schools Coordinator and the Site Community Schools Coordinator</p> <p>Work with Human Resources to consider additional staffing support needed to promote outreach efforts, monitor grant activities, and ensure sound fiscal management.</p> <p>Hire Community Schools Coordinator at District and Site Levels</p> <p>Increase hours of the site Community Liaisons</p> <p>Work with HR to establish stipends for counseling and social work interns</p>
<p>Work with Human Resources to recruit candidates that reflect the lived experiences and cultural and linguistic backgrounds of the community.</p>	<p>Explore partnerships with counselors at neighboring high schools in CVUHSD to promote summer employment opportunities for the Summer RAP program</p> <p>Conduct one-stop job fairs for classified positions on Saturdays and evenings that allow candidates to apply, interview and be offered positions on the same day.</p>

<p>Ensure sustainability of the Community Schools approach beyond the life of the grant.</p>	<p>Involve key members of the LCAP Advisory Committee, the District Parent Advisory Committee, and District administrators on the Community Schools Steering Committee.</p> <p>Consider all funding sources as supporting the overall District vision of community schools and ensure an integrated budget development process that aligns the LCAP, SPSA, with the Community Schools implementation plan.</p> <p>Begin long-term planning to build capacity across all aspects of the Implementation Grant beginning in Year One.</p> <p>Establish and identify actions that require extended support and others that will diminish as tier one strategies improve and decrease the level of tier 2 and 3 interventions.</p>
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Key Staff/Personnel

<p>District Community Schools Coordinator</p>	<p>Implementation support from the LEA will be facilitated by the newly established role of District Community Schools Coordinator, a certificated management position funded by the grant. In ensuring alignment with the District's Local Control & Accountability Plan (LCAP), individual School Plans for Student Achievement (SPSA) at each site, and community schools priorities identified through the needs assessment, this position will provide essential guidance, resources, and funding to support the shared vision. Additionally, the District Community Schools Coordinator will take charge of coaching and enhancing the skills of School Site Community School Coordinators, while actively engaging in delivering direct services to students and families on a regular basis.</p>
<p>Community School Site Coordinator</p>	<p>Each school's Implementation Plan will be spearheaded by the Community School Site Coordinator, a position established through grant funds. The District Community Schools Coordinator and the school site Principal will provide crucial support in this effort. Working under the guidance of the Principal, the Community School Site Coordinator will take charge of managing and overseeing the development of the full-service community school.</p>

	<p>This includes conducting assessments of the school community’s needs and assets, coordinating all student and family support services, and cultivating resources and partnerships.</p>
<p>Community Liaison</p>	<p>The school-based Community Liaison will collaborate closely with the site-based Community School Coordinator to facilitate engagement with and coordination of community-based resources. Additionally, leveraging the foundation laid by the site’s Community School Planning Advisory Councils, each school will form a comprehensive Community School Advisory Council. This council will include, but is not limited to, District and school site administrators, the Community Liaison, social-emotional support staff, teachers, students, parents, and community partners.</p>
<p>Master-level/graduate interns for mental health and social-emotional services</p>	<p>LESD ensures the provision of on-site high-quality mental health support for students and families by establishing partnerships with graduate programs, which supply social worker and counseling interns to our schools. We aim to enhance services and attract additional interns by providing compensation to graduate-level interns. This approach ensures that the school district can choose highly qualified, committed, and motivated candidates, ultimately enhancing the effectiveness of the support provided to the community.</p>

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

As outlined in Strategy 1, Lawndale has a longstanding commitment to holistic child development, exemplified by LCAP-funded positions such as community liaisons, social workers, language arts specialists, math TOSAs, and English Language Instructional Resource Teachers across all school sites. Collaborative leadership practices, as detailed in Strategy 3, are already ingrained in integrated student supports, parent and family engagement, expanded learning, and leadership practices. These structures, which have been in place prior to the introduction of community schools, have consistently been prioritized by our LCAP Advisory Committee and will persist beyond the community schools grant's duration. The grant presents an opportunity for LESD to strengthen ties among various programs and community partners, fostering a more strategic, coordinated system of support. The funds are essential for establishing collaboration structures, enhancing team members' capacity for the new system, and recruiting and engaging new partners. As partnerships grow, the need for full-time community schools staff may decrease, and the expanded collaborations may attract additional funding sources based on demonstrated program success. For instance, LESD's collaboration with Providence Little Company of Mary for a Wellness Center illustrates this potential for growth, indicating that success could attract additional partners and funding.

LESD has historically participated in Medi-Cal Administrative Activities (MAA) and School-Based Medi-Cal Administrative Activities (SMAA). This Medi-Cal billing option program allows school districts to claim reimbursement for Medi-Cal services they currently provide to eligible children within the school environment. Reimbursement dollars increase the amount of funding LESD has to improve and enhance health services to students. The SMAA program allows school districts to be reimbursed federal dollars for costs incurred while performing certain administrative activities related to connecting students/families to health services. Employees' participate in a "random moment time survey" (RMTS) throughout the school year to identify the percentage of time spent on reimbursable activities. The MAA program provides opportunities for LESD to recoup monies related to students with disabilities and their Individual Education Program (IEP) related designated instructional services. Student centered services and medical care in the school-setting are pivotal to the student's success. These funds are used to supplement health related staffing needs, support and purchase of crisis intervention materials and the associated staff trainings, purchase of assessment related materials and other areas that directly support student health and mental well being needs, and will extend resources to serve more students.

Establishing relationships and partnerships with community ambassadors will be pivotal in maximizing resource leverage and garnering the necessary support. Our current partnership with the South Bay Workforce Investment Board (SBWIB) exemplifies this approach, and expanding such collaborations can be integrated into Family University to equip parents with marketable job skills. Additional partnerships with entities like the Department of Mental Health (DMH), the Department of Public Social Services (DPSS), the Rotary Club, and Westside Infant-Family Network (WIN LA) address basic needs support, presenting opportunities for resource discovery. For example, a partnership with El Camino College not only provides ESL classes but also exposes parents to additional services like food pantries, immigration assistance, and potential scholarship opportunities. Collaborating with these partners collectively in developing a comprehensive community schools plan has the potential to exceed our current aspirations, leading to the identification of new funding streams. This collective effort could give rise to a grant committee within the community schools team, enhancing the capacity to write successful proposals, engage in ongoing fundraising efforts, and formulate a sustainability plan with specific strategies, timelines, and

key performance indicators, subject to regular reviews and updates.

In the school alignment process, each school's Single Plan for Student Achievement (SPSA) will align with the LCAP, ensuring strategies complement district services. School staff, collaborating with students, families, community partners, and state/regional technical assistance centers (STAC, RTAC), will blend and braid existing and future funding sources in line with the community schools implementation plan. For example, site-level coordinators may be identified among existing staff such as social workers or those with a PPS credential, ensuring a seamless integration of community schools' whole-child focus. These coordinators, familiar with the community's assets and needs, may take the lead in Multi-Tiered Systems of Support (MTSS) work, connecting tiered supports across the school day, extended programs, and community services.

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
Establish a repository of active district-wide community partners including partnerships with community agencies, philanthropic partners, institutions of higher education, parent and community organizing groups, and/or local government to provide support of the initiative.	<ul style="list-style-type: none"> ● Work with Business Services to create a list of active MOUs ● Build from annual thank you card to community partners ● Survey schools on existing and developing partnerships
Create a Community Partners Steering Committee	<ul style="list-style-type: none"> ● Invite community partners who share a holistic focus on students, families, and the community to join steering committee ● Identify commonalities, differences, overlaps, potential collaborations ● Identify areas of need that are not yet addressed, schools or populations that are underserved, and develop a plan and align resources to close the gap

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

Our partnerships at LESD are multifaceted, catering to the diverse needs and priorities identified by our students, staff, families, and community members. In alignment with our three identified priorities, we have established or plan to establish various partnerships that are highly responsive to the overall vision of creating a comprehensive community school environment.

Forging and nurturing partnerships with mental health and wellness organizations, medical professionals, religious groups, parent-teacher associations (PTA, DPAC, DELAC, ELAC, SSC, AAPAC), feeder school districts, local community colleges, and universities is a pivotal step in establishing a comprehensive support system aligned with the vision and priorities of students, staff, families, and community members. LESD currently collaborates with numerous organizations, categorized based on the priorities identified by the school community. This categorization facilitates a clear assessment of existing resources, opportunities for strengthening collaborations, and

identification of gaps where new partnerships are needed to deliver critical services for true community school development.

Priority 1: Expand Integrated Support and Services to meet the needs of the whole child.

LESD boasts several partners providing tutoring and online programs accessible through the learning management system. While tutoring services have been targeted to specific student groups, the community signals a demand for additional opportunities. Educating families about existing resources and establishing connections with external partners, such as the Lawndale Library, local high schools, and community colleges, will help address this need.

- Academic Tutoring
 - Air Tutors
 - Lawndale Library
- Developing Students as Leaders
 - 100 Black Men mentorship program for 4th - 8th grade students

Our existing collaborations with tutoring services like Air Tutors and the Lawndale Library, coupled with online programs accessible through our learning management system, exemplify our commitment to academic support. To address the community's call for additional tutoring opportunities, we plan to further engage with external partners, such as local high schools and community colleges, to provide enhanced support. This ensures that our academic partnerships respond directly to the identified needs and priorities of our students and their families.

Priority 2: Expand Student Support Services to Meet the Behavioral/Social Emotional/Mental Health Needs of Students. LESD collaborates closely with mental health providers, offering diverse services like one-on-one and group counseling, support groups, workshops, and mental health awareness campaigns. Partnerships with local universities and academic institutions leverage additional resources and expertise. Expanding existing safety partnerships and workshops to address student and parent needs is crucial, especially in the realm of online safety.

- Mental Health Services - Family
 - Providence Little Company of Mary - Social Emotional First Aid workshops for parents
 - Children's Bureau
 - Masada Homes Counseling Agency
 - Pacific Asian Counseling Services (PACS)
 - Occupational Therapy Training Program (OTTP)
 - Tessie Cleveland
 - Hazel Health
 - Social worker interns

- Alliant International University CA School of Education, Boise University, CSU: Dominguez Hills, Fullerton, Long Beach, Northridge, Kean University, Loyola Marymount University, San Francisco State University, UCLA, USC, University of Louisville, University of Oregon
- Safety
 - Cyber Safety Cop online safety and drug awareness assemblies and parent meetings
 - Partnership with LA County Sheriffs Department
- Basic Needs: food and medical support
 - Vision to Learn (vision screening for all grade levels)
 - South Bay Children's Center-Dental Clinic (free visual dental screening for all grade levels)
 - Partners for Healthy Kids Mobile Clinic (free immunizations) On-site immunization clinic
 - Baby2Baby
 - C3LA
 - Diana's Tortillas
 - LACOE Child Welfare and Attendances, Homeless Education Division
 - LA Food Bank
 - Lawndale Rotary
 - LESD Nutrition Services
 - NALEO
 - OTTP
 - Providence Little Company of Mary (Health screenings, blood pressure and blood glucose screenings, Partners for Healthy Kids, Medi-Cal and CalFresh)
- School on Wheels
- South Bay Children's Health Center
- South Bay Mission Church
- Target (Hawthorne)
- WIC
- Affordable Spring Break/Summer Camps
 - RAP

Our partnerships with mental health and wellness organizations, local universities, and academic institutions exemplify our dedication to addressing the behavioral, social-emotional, and mental health needs of our students. From one-on-one counseling to mental health awareness campaigns, we are actively responding to diverse challenges faced by students, staff, and families. Strengthening existing safety partnerships and expanding workshops on online safety further demonstrates our responsiveness to the evolving needs of the community.

Our planned collaboration with the Centinela Valley Union High School District for the RAP program signifies our commitment to providing support during school breaks, a need identified by our community. By engaging graduating high school seniors for summer work opportunities, we are expanding our support networks and responding to the demand for staffing before and after school, as well as during school breaks.

Priority 3: Grow community and family engagement to support student success. LESD actively collaborates with parent-led groups to organize events, workshops, and activities aligning with identified priorities. The engagement extends beyond families to the broader community, fostering a sense of community through decision-making processes involving community members and partners.

- Volunteer Fair provided by LESD Family University, HR department; Providence Little Company of Mary's Partners for Health Kids Immunization Van, Food Services Health and Wellness, PTA, District Parent Advisory Committee (DPAC), District English Learner Advisory Committee (DELAC), African-American Parent Advisory Committee (AAPAC)
- Trajectory of Hope affinity spaces for African-American/Black families
- LESD Family University workshops
- Understanding iReady reports provided by iReady
- Online safety and drug awareness assemblies and parent meetings provided by Cyber Safety Cop
- Adult ESL classes provided by El Camino College on LESD campuses
- Spanish for parents taught by parent volunteer and VP of DELAC
- Nutrition/wellness classes taught by Food Services Health and Wellness
- Building Stronger Communities and provided by Providence Little Company of Mary

By establishing and fostering these partnerships, LESD demonstrates responsiveness to the vision and priorities of students, staff, families, and community members. The initiatives cover a broad spectrum, including academic support, health and wellness, community building, and addressing the unique needs of diverse populations within the school community.

Strategy 7: Professional Learning

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

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning

to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Enhance current coaching efforts to support teachers in meeting the needs of all students in the general education setting by providing multiple means of representation, action, expression, and engagement.	Develop sustained UDL, MTSS, and PLC professional development, curricular resources, coaching, and leadership team structures
Increase differentiation in Tier 1 classroom instruction district-wide and support the further improvement and development of our inclusive, co-lab middle school classrooms	Engage in targeted training for administrators, teacher leaders and teachers in the Universal Design for Learning framework

<p>Develop a systematic, integrated approach linking PBIS, Second Step, and Restorative Justice practices into the fabric of a strong and positive school culture.</p>	<p>Strengthen positive behavioral interventions and supports with regular team meetings to discuss PBIS strategies being implemented across the district.</p> <p>Conduct professional development trainings on SEL and trauma-informed education. Provide resources, articles, and case studies for self-directed learning.</p> <p>Develop and deliver training on integrating SEL into lesson plans to foster emotional intelligence and self-regulation in students.</p> <p>Strengthen teachers' classroom management skills with focus on creating safe and supportive environments.</p> <ul style="list-style-type: none"> ● Organize trauma-informed training workshops led by experts in the field. Provide ongoing coaching and support for teachers to implement trauma-sensitive strategies to engage students through a relationship-centered approach. ● Organize collaborative planning amongst teachers to observe and infuse SEL in classrooms to build shared understanding and promote healthy working relationships. ● Offer de-escalation techniques and proactive behavior support during PDs to foster relationship-centered and community-based classrooms. ● Increase peer mentorship programs where experienced teachers support their colleagues in implementing SEL and trauma-informed practices. <p>Establish a comprehensive system for ongoing evaluation and refinement of SEL and trauma-informed practices</p> <ul style="list-style-type: none"> ● Implement regular feedback approaches, such
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	<p>as surveys and focus groups. Conduct walkthroughs to review effectiveness of professional learning opportunities.</p>
<p>Develop administrators' and staff's capacity to build trusting relationships and engage in collaborative leadership with families</p>	<p>Continue work with LACOE's Center for Capacity Building on the Dual-Capacity Building Framework for Family-School partnerships.</p> <p>Continue work with Learning Heroes' teacher modules, and add participation in the Family Engagement Leadership Institute for Administrators</p> <p>Continue professional development and coaching by Nicole Anderson and Associates on Cultural Proficiency</p> <p>Continue partnership with Trajectory of Hope, 100 Black Men, and Nicole Anderson & Associates on building trusting relationships with African-American/Black families, mentoring African-American/Black students, and developing parent engagement and leadership through affinity spaces and participation on the African-American Parent Advisory Council.</p>

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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<p>Increase school and district visibility in community events to identify and build partnerships with community groups interested in developing community-based curriculum</p>	<p>Build on partnership with the City of Lawndale through expanded participation in the 2024 Lawndale Youth Day Parade and LESD's Spring Extravaganza</p> <p>Continue collaboration with Trajectory of Hope for the 2024 Juneteenth Celebration</p>
<p>Expand partnership with city council and local law enforcement regarding safety issues</p>	<p>Expand partnership with Sheriffs Dept. to include parent and community workshops and informational meetings about how to protect students from cyberbullying, drugs, etc.</p>
<p>Examine curriculum to identify strategic places to connect to local history, knowledge, values, language, literature, institutions, culture, and environments, grounding student learning in civic engagement and addressing real-world issues.</p>	<p>Collaborate with community partners to co-create curriculum materials, design projects and activities that require students to apply academic knowledge to address community challenges, identify potential areas for hands-on experiences/internships, and organize community events and showcases to share student projects and input.</p> <p>Encourage 3rd graders to visit the Lawndale Historical Society to offer hands-on learning experiences, foster a sense of local pride, and enhance critical thinking skills through the exploration of historical artifacts. It also promotes cultural awareness, social skills development, and aligns with educational standards while deepening an understanding of history in their community.</p>

<p>Promote community participation and engagement of community members in the educational process.</p>	<p>Expand beyond Career Day to invite community members to share their areas of expertise in connection with the curriculum (e.g. City Council member, sheriff, firefighter during units on government and community helpers; civil engineer/architect/accountant for science and math connections; community members for local history and its implications, etc.)</p> <p>Build upon network of parent leaders to mentor and assist others with their areas of expertise (e.g. parents with nursing backgrounds in home country volunteering in wellness center; parent with Spanish as a Second Language teaching credential in Mexico teaching SSL to parents)</p>
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Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
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<p>Build coherence for our data-based decision making and a continuous cycle of improvement through acquisition of a comprehensive data management system that houses all relevant MTSS data for the whole child:</p> <ul style="list-style-type: none"> ● Chronic absenteeism rates ● Middle school dropout rates ● Proficiency scores (ELA/Math/ELPI) ● Pupil suspension/expulsion rates ● School climate screeners ● SEL Universal Screeners ● Office Referrals ● Health Office Referrals ● iReady ELA and math growth ● SST Referrals ● Academic Intervention/tutoring participation and progress data ● SEL Intervention data: CICO, Counseling attendance ● Parent conference attendance ● Family engagement (participation in workshops, conferences, events; survey responses, volunteer numbers and hours, etc.) ● Attendance rates and participation in wellness programs (i.e., outside providers - counseling) 	<p>Purchase centralized data repository system</p> <p>Develop systems to support schools' capacity to collect, access/understand and use data for improvement.</p> <p>Disaggregate district-wide data by school and share with individual community school site teams to inform baseline understanding and school needs and assets assessment.</p> <p>Disaggregate data by student subgroups to identify and address potential disparities in outcomes.</p> <p>Work with the IT Department to ensure access to student data is limited and protected.</p>	<p>School site teams pursue goals/actions emerging from the needs and asset assessment and develop metrics to gauge success and guide their work.</p> <p>Shared leadership teams regularly review and reflect on data and progress towards community school outcome goals.</p> <p>Site implements and refines its process for developing new ideas, creative solutions and different perspectives for actively seeking solutions to challenges that emerge from routine data reviews.</p>
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<p>Explore the development of an evaluation plan for the community schools initiative that is aligned with the LCAP and is rooted in local data and measures that allows for diverse community-based definitions of success, as well as statewide indicators including school-level outcome and program outcome measures as defined by CCSPP reporting requirements</p>	<p>Identify progress markers or milestones to gauge success of implementation plan</p> <p>Include program outcome measures as defined by CCSPP reporting requirements.</p> <p>Use Improvement science strategies such as Plan-Do-Study-Act cycles to monitor progress of the system and ensure continuous improvement.</p>	<p>School site decision-making team provides public presentations and annual reporting of community school implementation and impact.</p>
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