

**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP  
PROGRAM:  
VAUGHN NCLC IMPLEMENTATION PLAN**

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

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## 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 Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

#### Part A: Shared Commitment, Understanding and Priorities 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 and possibility thinking

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

Vaughn Next Century Learning Center (VAUGHN), located in Pacoima (91331) serves **2,823** students (PK-12th) with 97.26% *unduplicated pupils*. We operate year-round on five contiguous campuses (school readiness, lower and upper elementary, middle and high schools) under one charter which is one LEA. Pacoima's income per capita is \$13,180, compared to \$29,878 for Los Angeles. As many as **97.2%** of our students are socioeconomically disadvantaged, **696** students are English learners, **125** students are homeless, and **249** students are students with disabilities. Since converting from a failing public school to an independent charter school in 1993, Vaughn continues to grow slowly with quality. Unfortunately, COVID-19 decimated all our gains in student achievement and wellbeing, as well as the forward-thinking culture among family and community members. Significant rise in cost of living brings more despair and poverty-related stresses. Our community (predominantly black and Hispanics) persists in a system that does not adequately educate and support everyone. VAUGHN aims to transform the disproportionate outcomes that are a product of that system. This is why a community school for our school is a perfect alignment.

VAUGHN is committed to providing maximum opportunities for our students, families in our community. VAUGHN believes in the use of an equity lens to examine our policies, practices and systems to strive for all interest-holder groups to increase access and benefits from our work. This belief is woven throughout VAUGHN's core values: equity, opportunity and the power of families. These core values are strongly aligned with the California Community Schools Framework, including the 4 pillars, 4 key conditions for learning, 4 cornerstone commitments and 4 proven practices. For instance:

- Develop programs leveraging identified strengths and assets; train staff in asset-based thinking for daily interactions with students, families and community members; share success stories and best practices in asset-driven and strength-focused assessment.
- Cultivate active shared leadership and shared responsibilities across all aspects of an independent charter school governance and operations; sustain the functions of key interest-holders groups so as to enlarge the circle of enablers who have capacity to support student learning and family wellbeing.
- Prioritize teaching and learning that directly relates to, encompasses the history, culture and life experiences of our students, families and communities; train teachers on well-scaffolded instructional delivery along with social emotional learning (MTSS and PBIS); provide supportive learning environment that builds a sense of belonging climate.
- Collaborate with all our partners to implement culturally aligned enrichment and extended learning opportunities, integrated services to serve the whole child with resources for families.

Make continuous improvement with ongoing needs assessment, feed-back loop and engaging dialog throughout the year and at various settings.

**Part B:** 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.

As we transition into the implementation phase of the community school grant process, it is increasingly important to refine and expand our efforts to assess the needs and assets of the Vaughn community. Building upon the foundational work completed through our two-year planning grant, we are committed to deepening our engagement with all interest-holders to ensure the process is truly inclusive, reflecting the diverse voices and complex needs of our community.

The Vaughn Community Schools Council (VCSC) will continue to play a central role in this process, guiding engagement efforts and helping analyze the data we gather. To ensure effective participation, we will provide training and ongoing support, equipping all Council members—particularly parents and students—to contribute meaningfully to the decision-making process.

To effectively engage a diverse array of interest-holders—ranging from administrators and certificated staff to classified staff, students, families, community members, and local partners—our approach will be multi-faceted, leveraging a range of accessible, inclusive, and purposeful strategies. This approach builds upon the success of past efforts, which have included surveys, interviews, focus groups, and the review of important existing documents, such as the WASC report and annual site evaluations. These methods have proven to be effective in capturing a broad spectrum of perspectives and contributing to informed decision-making. Moving forward, we plan to strengthen this approach by incorporating a more comprehensive, community-centered process that encourages greater collaboration and shared input.

To accomplish this, we will distribute both online and paper surveys to ensure that we reach as many individuals as possible within our school community. These surveys will be carefully designed to collect both quantitative and qualitative data, offering a balanced approach to gathering insights. The questions will focus on a wide range of key topics, including community needs, academic priorities, social-emotional well-being, and ideas for school-wide improvements. By incorporating both numeric and narrative responses, we can gain a well-rounded understanding of what our interest-holders value and what they believe requires attention.

In our commitment to inclusivity, the surveys will be made available in both English and Spanish, addressing the linguistic diversity within our school community. By offering surveys in multiple languages, we can ensure that non-English speakers have an equal opportunity to contribute their voices to the conversation. Additionally, the surveys will be distributed in various formats, including online versions for digital accessibility and paper copies for those who may prefer or require a physical format. This multi-format approach is designed to maximize participation from all members of the Vaughn community, ensuring that we capture a comprehensive range of perspectives and experiences.

In addition to the surveys, smaller focus groups and one-on-one interviews will be conducted to foster more in-depth, qualitative conversations that provide richer insights into the experiences of various interest-holders within the community. These discussions will involve a diverse range of participants, including students, parents, teachers, classified staff, and community partners. By engaging individuals from these different groups, we aim to create a comprehensive understanding of the needs and aspirations of everyone involved in the educational process.

A particular emphasis will be placed on engaging historically marginalized groups, such as low-income families, families of students with disabilities, and English learners. Recognizing the unique challenges faced by these communities, special efforts will be made to ensure their voices are not only heard but meaningfully integrated into the broader conversation. It is critical that these groups have the opportunity to articulate their concerns and hopes in an environment where they feel comfortable and supported.

To facilitate open and honest dialogue, a safe and personalized space will be created where participants can share both their challenges and aspirations without fear of judgment. This approach ensures that the perspectives of historically underrepresented groups are not overlooked or minimized, as they may not always be fully captured in larger surveys or standard data collection methods. By offering this opportunity for deeper, more personal conversations, we hope to uncover valuable insights that can inform more equitable and effective educational strategies moving forward.

Furthermore, these smaller-scale discussions will provide a platform for participants to raise specific concerns that might not be addressed in broader surveys. Through this combination of diverse data collection methods, we aim to gather a comprehensive and balanced set of perspectives that will guide future decision-making and help ensure that the needs of all community members are met.

Additionally, we will host a series of community forums designed to foster open dialogue and collaboration. These forums will include visioning exercises, encouraging participants to collectively define what a thriving school and community should look like. The forums will be structured to ensure that everyone has an opportunity to engage, with guided discussions and participatory activities aimed at fostering a sense of ownership and collective action.

### **Targeting Historically Marginalized Groups**

A key priority in this phase is ensuring that historically marginalized student and family groups, such as English learners, immigrant families, and students with disabilities, are actively engaged. We will employ the following targeted strategies to address the specific challenges these groups face:

- **Language and Accessibility:** All outreach materials, surveys, and meeting communications will be available in both English and Spanish. Translation and interpretation services will be provided during meetings, focus groups, and interviews to ensure full participation from families whose first language is not English.
- **Addressing Trauma and Building Trust:** Recognizing the emotional and psychological toll of the COVID-19 pandemic, we will integrate trauma-informed practices into our engagement efforts. Social-emotional learning (SEL) will be a key component, ensuring that participants feel supported, heard, and valued. Additionally, we will provide mental health resources and create spaces for emotional expression, helping to build trust and foster meaningful connections.

The ultimate goal of this engagement process is to create a holistic, responsive plan that addresses the immediate needs of Vaughn’s students while empowering the community to actively participate in shaping its future. By prioritizing continuous engagement, collaboration, and trust-building, we can ensure that the voices of all interest-holders—particularly those from historically marginalized families—are not only heard but are integral to defining the priorities and vision for our community school. Together, we will work toward a brighter future for Vaughn.

**Part C:** 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
Decrease chronic absenteeism by implementing a tiered support system that addresses the unique needs of students, builds a sense of belonging and desire to learn.	<p>Percentage of students that are chronically absent will decrease by 15% over the life of the grant.</p> <p>Increase of percentage of chronically absent students who are successfully linked to and/or engaged with support services that address barriers to attendance.</p>
Foster a healthier, more prosperous community by implementing programs that enhance well-being, improve economic opportunities, and empower individuals with the knowledge and tools for healthier, financially stable lives so they can support their children’s learning	<p>Increased involvement of participants in well-being and capacity-building activities, measured by participation data.</p> <p>Improvement in participants' financial knowledge (e.g., managing debt, saving, investing), measured by a survey that captures increased knowledge in participants.</p>
Increase students' performance in math state testing by actively engaging them in learning through real-life applications.	<p>Math proficiency will increase by 20% over the life of the grant as measured by Statewide assessment (CAASPP)</p> <p>Increased percentage of students who participate in activities that expose them to real-life math applications.</p>

To effectively address the identified priority areas and achieve the desired outcomes and indicators, we have organized the work into three distinct phases. Each phase is designed to focus on specific activities and deliverables, ensuring a structured and systematic approach to the project. These phases are interconnected and will progressively build upon one another, with each one playing a critical role in the overall success of Vaughn’s implementation grant. By strategically sequencing the work, we aim to optimize resource allocation and ensure timely and impactful results.

	Outcomes
Phase 1 of the Project	<p><b>Staffing &amp; Partnerships</b></p> <ul style="list-style-type: none"> <li>● Conduct interviews, assess qualifications, and hire candidates for grant-funded positions, ensuring they have the skill set to be successful in meeting the grant’s objectives.</li> <li>● Establish Memorandums of Understanding (MOUs) with current key partners, ensuring clear communication and alignment of goals and resources.</li> </ul> <p><b>Awareness and Engagement:</b></p> <ul style="list-style-type: none"> <li>● Increase awareness of the importance of regular attendance and available support resources among students, families, and staff.</li> <li>● Foster a culture of learning that actively engages families and students, strengthening their sense of belonging and connectedness to the school.</li> <li>● Foster a MathMatters culture that actively engages students, families, and staff to increase numeracy skills.</li> </ul> <p><b>Support Systems and Intervention:</b></p> <ul style="list-style-type: none"> <li>● Strengthen a tiered support system to identify and intervene early with chronically absent students.</li> <li>● Develop a plan for interest-holders involvement in the continuous improvement process, ensuring regular reflection and feedback loops for ongoing progress.</li> </ul>

	<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Create a professional development plan that supports a welcoming environment and enhances staff capacity in fostering numeracy skills.</li> <li>● Develop a math intervention plan that targets the improvement of student numeracy by integrating real-life applications into instruction.</li> </ul> <p><b>Financial Literacy and Well-Being Education:</b></p> <ul style="list-style-type: none"> <li>● Design a financial literacy pathway to equip families and students with the knowledge and skills necessary to move toward financial stability.</li> <li>● Increase participation in well-being and financial literacy programs, improving understanding of how these areas contribute to academic success.</li> </ul> <p><b>Collaborative Leadership &amp; Data-Driven Improvement:</b></p> <ul style="list-style-type: none"> <li>● Establish baselines for the priority areas and develop progressive benchmarks for progress monitoring.</li> <li>● Strengthen systems for data collection, analysis, and tracking to drive informed decision-making and continuous improvement.</li> <li>● Develop a plan that actively involves all interest holders in the continuous improvement process, ensuring their voices are heard and integrated into decision-making.</li> </ul>
<p><b>Phase 2 of the Project</b></p>	<p><b>Staffing &amp; Partnerships:</b></p> <ul style="list-style-type: none"> <li>● Fully integrate newly hired staff into the grant’s operational structure, ensuring their ongoing professional development and alignment with grant objectives.</li> <li>● Evaluate and refine MOUs with key partners to ensure they are optimized for shared resources, clear roles, and measurable outcomes, with a focus on sustainability beyond the grant period.</li> <li>● Identify and establish new partnerships to further enhance resource availability and supporting student outcomes.</li> </ul> <p><b>Awareness and Engagement:</b></p> <ul style="list-style-type: none"> <li>● Implement targeted campaigns to continuously raise awareness of the importance of attendance and available support systems, incorporating data on the impact of improved attendance on academic success.</li> <li>● Continue regular communication with families to keep them informed about student progress and resources, with an emphasis on fostering a long-term culture of engagement and belonging.</li> <li>● Continue implementing MathMatters workshops or events that engage families, students, and staff in strengthening numeracy skills outside of the classroom.</li> <li>● Increased student engagement and motivation to attend school regularly through participation in appealing extracurricular activities and field trip opportunities.</li> </ul> <p><b>Support Systems and Intervention:</b></p> <ul style="list-style-type: none"> <li>● Expand the tiered support system to include additional interventions for students showing early signs of academic struggle, particularly in numeracy.</li> <li>● Improved the number of students demonstrating progress toward math proficiency as indicated by formative assessment results.</li> <li>● Continue to implement a proactive, school-wide system for tracking and addressing chronic absenteeism, integrating this system with academic performance data for a holistic approach.</li> <li>● Continue to implement a comprehensive feedback loop to regularly assess and adjust interventions, ensuring they remain responsive to the needs of students and families.</li> </ul>

	<ul style="list-style-type: none"> <li>● Sustained improvement in absenteeism rates as students consistently benefit from a tiered support system that meets their individual needs and fosters a stronger sense of belonging and engagement in learning.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Expand the professional development plan to include sessions on differentiated instruction, culturally responsive teaching, and data-driven decision making to further enhance staff effectiveness in addressing diverse student needs.</li> <li>● Assess the impact of math intervention strategies and refine them based on data from ongoing professional development and student outcomes.</li> </ul> <p><b>Financial Literacy and Well-Being Education:</b></p> <ul style="list-style-type: none"> <li>● Implement the designed financial literacy pathway, offering students and families practical tools and strategies for managing finances, with particular emphasis on how this knowledge can improve student outcomes.</li> <li>● Continue to increase enrollment in well-being and financial literacy programs.</li> </ul> <p><b>Collaborative Leadership &amp; Data-Driven Improvement:</b></p> <ul style="list-style-type: none"> <li>● Implement regular reflection and feedback sessions for students, families, and staff to assess progress, discuss barriers, and offer suggestions for program adjustments.</li> <li>● Continued refinement of systems for collecting, analyzing, and tracking relevant data.</li> </ul>
<p><b>Phase 3 of the Project</b></p>	<p><b>Sustainability:</b></p> <ul style="list-style-type: none"> <li>● Achieve full integration of grant-funded positions into the core staff structure, ensuring these positions are maintained beyond the life of the grant through budget reallocation or long-term partnerships, with an emphasis on sustainability past the life of the grant.</li> <li>● Continue to strengthen and cultivate key partnerships that support the needs of students and families.</li> <li>● Develop a comprehensive sustainability plan that ensures all successful components of the initiative can continue post-grant, including securing alternative funding sources, leveraging district or state support, and embedding practices into policy.</li> </ul> <p><b>Awareness and Engagement:</b></p> <ul style="list-style-type: none"> <li>● Institutionalize systems that support regular communication with families to keep them informed about student progress and resources, with an emphasis on fostering a long-term culture of engagement and belonging.</li> <li>● Continue implementing MathMatters workshops or events that engage families, students, and staff in strengthening numeracy skills outside of the classroom.</li> <li>● Continue to increase student engagement and motivation to attend school regularly through participation in appealing extracurricular activities and field trip opportunities.</li> </ul> <p><b>Support Systems and Intervention:</b></p> <ul style="list-style-type: none"> <li>● Systematize early intervention processes for early identification of students, with a focus on chronic absenteeism and academic performance, ensuring long-term academic success for all students.</li> <li>● Continue to ensure that the intervention systems are adaptive and continuously improved through data-driven decisions, with regular reviews and adjustments based on evolving student needs.</li> <li>● Sustained improvement in absenteeism rates as students consistently benefit from a tiered support system that meets their individual needs and fosters a stronger sense of belonging and engagement in learning.</li> </ul>

	<p><b>Professional Development:</b></p> <ul style="list-style-type: none"><li>● Continue to offer professional development that is responsive to the needs of the staff and the students.</li></ul> <p><b>Financial Literacy and Well-Being Education:</b></p> <ul style="list-style-type: none"><li>● As part of the financial literacy pathway, establish mentorship opportunities for students.</li><li>● Increase the availability of financial and health education resources to families, ensuring they can access the tools and knowledge needed to support student well-being both inside and outside the classroom.</li><li>● Establish a Wellness Center that will serve as a hub for students, families, and the community to have access to health screenings and various workshops.</li></ul> <p><b>Collaborative Leadership &amp; Data-Driven Improvement:</b></p> <ul style="list-style-type: none"><li>● Institutionalize interest-holders engagement through regular feedback loops involving students, families, staff, and community partners, ensuring their involvement in the ongoing evolution of the school's initiatives.</li><li>● Systematize data collection and analysis systems.</li></ul>
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## Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to 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 about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Deepen educators’ understanding of community-based learning as a powerful pedagogical tool that connects classroom learning to real-world experiences, specifically in relation to math concepts</p>	<p>Provide professional development sessions that focus on community-based learning models and their application to math instruction. These will include real-world examples where math concepts are integrated into community projects (e.g., budgeting for local events, analyzing data for community planning, or studying local economics).</p> <p>Support educators in developing and sharing curriculum units that connect classroom math instruction to real-world community challenges.</p>
<p>To create an inclusive and supportive learning environment that recognizes and values each student's unique needs, experiences, and backgrounds, empowering every student to feel heard, valued, and equipped to succeed.</p>	<p>Provide mechanisms that facilitate students being able to share their experiences, needs, and perspectives in a safe, open environment. Provide platforms for both verbal and non-verbal communication, ensuring that every student feels heard and understood.</p> <p>Cultivate an atmosphere where diversity is celebrated, and all students feel valued for who they are. Incorporate diverse perspectives into the curriculum, ensure representation in classroom resources, and create opportunities for cross-cultural exchanges.</p>

Since its conversion from a failing neighborhood public school to an independent charter school in 1993, VAUGHN has strived to build a large community-based learning hub in Pacoima. VAUGHN is one school with five contiguous campuses (about 100,000 sq. ft. each) and a Family & Community Center (about 8,000 sq. ft.). These buildings stretch visibly and caringly along 8 blocks in the poorest neighborhood of Los Angeles county. Dotted in between our campuses are small businesses and industries, churches, non-profit organizations, homeless camps, and residences which are mostly multi-family rentals. Our physical setting lends itself to community-based learning that connects classroom learning to real-life experiences.

Vaughn is deeply committed to fostering strong community ties and ensuring that families are actively involved in students' educational journeys. By prioritizing culturally relevant approaches, community-based learning, and personal connections, Vaughn aims to focus not only on academic growth but also on the overall well-being of students. Understanding each student's background, interests, and family dynamics lays a strong foundation for building trust and mutual respect, key elements of effective teaching supported by research. Community-based learning, which connects classroom knowledge with real-world experiences, further enriches this approach, creating opportunities for students to engage meaningfully with their communities. This holistic method helps to create an environment where students feel seen, valued, and supported both at school and at home. Recognizing the vital role that strategic professional development plays in achieving these objectives, we plan to offer professional development sessions focused on the following topics:

- **Community-Based Learning (CBL) & Math Pedagogy** - Introduce educators to the concept of community-based learning and its connection to math instruction.
- **Designing CBL Experiences for Math Instruction** - Provide practical strategies for designing community-based learning experiences that support math instruction.
- **Culturally Responsive and Inclusive Pedagogy** - Explore strategies to create an inclusive classroom environment that values each student's background, experiences, and needs.
- **Community Engagement and Building Partnerships** - Understand how to build meaningful partnerships with community organizations and families to enrich the learning experience.
- **Supporting Student Voice and Empowerment in Learning** - Equip educators with strategies to amplify student voice and foster an environment where every student feels heard and valued.
- **Cultural Competence and Racial Bias** - Explore strategies to build cultural awareness, challenge biases, and promote social justice in their teaching practices.
- **Restorative Justice Practices** - Explore strategies to build inclusive environments that promote healing and positive relationships while addressing harm in a fair and constructive manner.
- **Trauma Informed Practices** - Learn strategies for recognizing and responding to trauma-related needs, creating safe and supportive environments, and fostering resilience.

## 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
<p>A shared leadership structure that embraces students, families, educators, and community members in a meaningful decision-making process to create a dynamic and inclusive school environment.</p>	<p>Host regular family forums where parents and caregivers can discuss school policies, trends in school data, share concerns, and propose solutions including but not limited to student attendance, post-secondary opportunities, career-tech learning, early education, and brainstorm ways to improve outcomes.</p> <p>Increase availability and times for family engagement leadership dialogue including school data sharing and family engagement opportunities (e.g. financial literacy, ESL citizenship, job training, social services availability, etc.)</p> <p>Schedule quarterly meetings led by VAUGHN Community School Council (VCSC) with representatives of established leadership groups (as diagram below) to facilitate ongoing needs assessment and evaluation feedback.</p> <p>Maintain ongoing communication with all leadership teams and community partners to share progress reports, discuss any challenges, gather feedback, and any asks for support or collaboration.</p> <p>Schedule “customer service training” for office staff.</p>
<p>Leaders are provided with training, team building coaching to foster collaborative leadership so as to enhance decision-making and sustainable transformation.</p>	<p>Schedule restorative practices and trauma-informed training for school staff; implement ongoing PBIS training and scaling in all campuses.</p> <p>Provide policy advocacy training; schedule meetings to engage policymakers and legislators effectively to advocate</p>

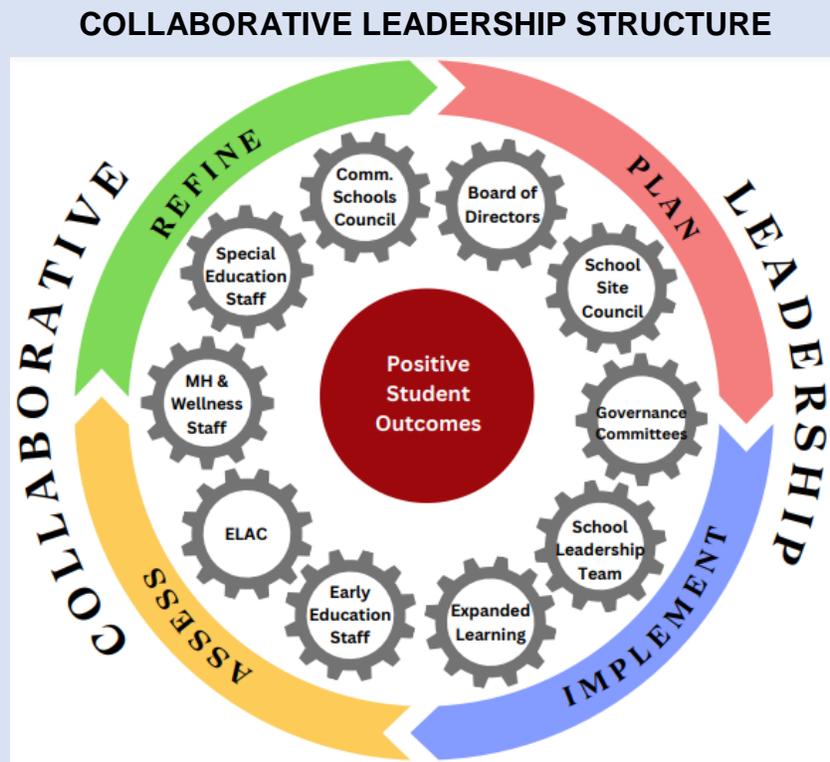
for continuous support and highlight the successes and challenges of the Community School Initiative.

Incorporating the review and update of the Community Schools Implementation Plan into the Local Control and Accountability Plan (LCAP) planning process to ensure alignment with district goals and state priorities, while also addressing the specific needs of students and communities served by the Community Schools initiative.

Report on Community Schools goals, action steps and outcomes/indicators at the school and board committees.

Create or expand partnerships with local businesses, nonprofits, and cultural organizations who focus on youth development, education, and community engagement to support educational programming, field trips, internships, and mentoring opportunities.

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):



The collaborative leadership structures and partnerships established at Vaughn are essential to achieving the goals of the Community School initiative: fostering a healthier and more prosperous community; increasing student proficiency in math; and decreasing chronic absenteeism.

At Vaughn Next Century Learning Center (VNCLC), collaborative leadership thrives through seamless partnerships between its Board of Directors, School Leadership Team (A-Team), School Site Council (SSC), Vaughn Community Schools Council (VCSC), the school community, and various specialized teams. These groups work together to ensure the success of the school’s programs, the well-being of its students, and the continuous improvement of its educational practices.

Central to this leadership model is the sharing of information, which is a critical pillar for maintaining transparency, ensuring alignment between the school’s leadership and the broader community, and fostering shared ownership of student outcomes. Information flows through multiple levels, from the governing Board of Directors to campus leaders, subcommittees, specialized teams, and the community. The Board reviews comprehensive data to monitor academic performance, fiscal health, and strategic planning, while the A-Team ensures that the execution of daily operations aligns with the institution’s overall mission. Governance Committees such as Curriculum and Instruction,

Business and Finance, and the School Site Council oversee key areas of focus, promoting cross-functional collaboration in decision-making processes.

Program implementation is a shared responsibility among all teams at Vaughn. They collaborate to ensure the successful execution of the school's educational and extracurricular programs, from curriculum fidelity to emotional and social development, to family and community support. Data analysis plays a key role in shaping the direction of each program. Teams conduct assessments on student performance, mental health, and engagement to identify areas for improvement, supporting the refinement of programs. This cyclical process ensures that programs remain relevant and responsive to students' evolving needs. Teams work together to adapt curricula, refine instructional methods, introduce new support systems, or adjust resource allocation to enhance student outcomes.

Student outcomes are the ultimate goal of this collaborative framework, with all teams—whether through the A-Team's leadership in academic performance, the Mental Health & Wellness Team's support for emotional and physical health, or the SPED team's work in inclusive education—united in their commitment to improving academic, socio-emotional, and health outcomes for every student. By continuously analyzing student performance data and refining programs based on this analysis, the collaborative leadership model at Vaughn fosters an adaptive, responsive educational environment where students are equipped to succeed academically and personally.

This collective approach ensures that decision-making, program delivery, and evaluations are not siloed but instead are coordinated efforts addressing the holistic needs of students, promoting ongoing learning for staff, and strengthening ties to the wider community. Each level of leadership contributes to the overarching vision of providing an inclusive, supportive, and effective educational experience for all Vaughn students.

### **Example in Practice:**

At VNCLC, a collaborative leadership approach will be employed to reach the goal of increasing math proficiency. Through effective communication and coordination across various interest-holder groups. This will ensure the success of all students, particularly those requiring additional support. Here's how different groups can work together:

- **VCSC:** The Vaughn Community Schools Council will maintain ongoing communication with the Vaughn Board to ensure alignment on key priorities and goals. Once these priorities are set, the Board will engage with the A-Team, mobilizing teachers, staff, and students to address specific needs. Special emphasis will be placed on the Extended School Year (ESY) services, offering additional learning opportunities for students who would benefit most from extra instructional time.

- **A-Team:** The A-Team will collaborate directly with teachers to provide professional development and conduct classroom observations, equipping educators with the necessary skills and strategies to help students meet the MathMatters goals, particularly in numeracy. Through regular feedback and targeted support, the A-Team will help foster inclusive and effective learning environments.
- **School Site Council (SSC) & Partnership Committee:** The SSC and the Partnership Committee will engage with families to identify student needs and ensure a strong partnership between home and school. They will develop strategies to support families with home learning and school engagement. This collaboration will include organizing parent-teacher conferences, workshops, and community events that strengthen the connection between families and educators.
- **Early Education Initiatives:** Early education will prioritize foundational math skills through numeracy activities, ensuring young learners are prepared for future success in math. Collaboration between early education teachers, leadership, and families will be key in providing the right tools and resources for early learners to thrive.
- **Special Education (SPED) & English Learner Advisory Committee (ELAC):** SPED and ELAC will expand their collaboration to address the specific needs of students in these groups. Together, they will work to meet the MathMatters goals by providing personalized interventions and inclusive instructional strategies that support all learners.
- **Mental Health & Wellness Team:** The Mental Health & Wellness team plays a critical role in addressing students' emotional well-being, which is essential for academic success. Their support will ensure that students' mental health needs are integrated into the planning of academic goals and learning support services.
- **After-School Programs (Expanded Learning):** After-school programs will offer students additional opportunities to reinforce math skills, particularly those who require extra help. These programs are integral to the MathMatters goals, providing personalized learning outside of regular school hours.
- **Monitoring & Data-Driven Decision-Making:** Regular monitoring of student progress—through assessments, attendance tracking, and behavioral observations—will help identify students in need of additional support. Data-driven decision-making will ensure timely and appropriate interventions.

The decision-making process is highly collaborative, involving all interest-holders—the Vaughn Board, teachers, families, or support staff—each contributing their unique perspectives and expertise. The leadership team will consistently review student progress data, gather feedback, and adjust as needed to keep all students on track toward meeting the MathMatters goals. This continuous, cross-functional collaboration will foster a supportive and effective learning environment where both students and educators can succeed.

## Strategy 4: Sustaining Staff and Resources

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>A diverse, multilingual, expert team lead the site-level work with fidelity and with school-wide support on staffing and funding that will sustain through the long-term.</p>	<p>Finalize job descriptions of implementation grant-funded positions by the VAUGHN Community School Council (VCSC) in collaboration with VAUGHN Human Resource that capture the expertise needed to be successful in fulfilling our priority goals.</p> <p>Vaughn Human Resources Department will Identify an interview panel that is representative of our school community interest-holders.</p> <p>VAUGHN governing board meets to identify and allocate resources in support of core staffing needs.</p>
<p>Leadership teams at each of our 5 campuses take ownership of the community schools initiative by engaging in a continuous assessment cycle that looks at assets, needs, and human capital.</p>	<p>Form an Evaluation Task Force to cultivate a data collection process that is inclusive of qualitative and quantitative data that will allow us to analyze whether or not our initiative is having a positive impact on our participants and be able to adapt as needed.</p> <p>Engage our governmental, non-profit and private partners in developing and implementing forward thinking strategies to address persistent challenges.</p>

**Key Staff/Personnel** - After two years of careful planning, we recognize that this CCSPP implementation proposal must be bold, forward-thinking, and designed to create long-term benefits for a large underserved population. To achieve this, we need to deploy key staff to lead and directly serve five campuses, impacting close to 3,000 students (ages 2 through grade 12), 10,000 family members, and potentially an additional 10,000 community members. To ensure the success of this large-scale implementation grant, we have decided to elevate our current Community School Coordinator position to a Community School Director role. This enhanced position will provide the leadership and oversight necessary to ensure the effective execution of the grant’s objectives.

<p>Community School Director (CCSPP funded position) An upgraded position currently funded by Community Schools Planning Grant</p>	<ul style="list-style-type: none"> <li>• Supports and guides the community school’s council by building their capacity, fostering effective decision-making, and evaluating programs to ensure continuous improvement and alignment with community needs.</li> <li>• Collaborates with the school community, develops systems, policies, and procedures that support meeting the California Community Schools Partnership Program (CCSPP) objectives.</li> <li>• Collaborates with school leadership to identify and implement professional development that supports school staff in building a sense of belonging for students and families and also the use of real-life math application in the classroom to build numeracy skills.</li> </ul>
<p>Student Success &amp; Attendance Specialist (New CCSPP funded position)</p>	<ul style="list-style-type: none"> <li>• Collaborates with school staff to build a MathMatters culture by implementing initiatives that support numeracy skills development by the use of real-life application.</li> <li>• Leads and refines the case management strategy to provide targeted case management to chronically absent students and their families to reduce barriers impeding them from attending school.</li> <li>• Develops systems to consistently monitor attendance trends, allows for the early identification of chronically absent students, and supports the implementation of strategies to reduce chronic absenteeism while fostering a strong school culture.</li> </ul>
<p>Community Schools Liaison (New CCSPP funded position)</p>	<ul style="list-style-type: none"> <li>• Serves as the primary contact for families in order to build meaningful relationships, foster trust, and ensure they feel welcomed, informed, and engaged.</li> <li>• Develops a parent ambassador program by recruiting parent champions at each school site and continuously strengthening their leadership skills to increase family engagement.</li> <li>• Collaborates with school staff to provide workshops to empower parents in supporting their children’s education.</li> <li>• Collects and analyzes family engagement data to refine family engagement scope and sequence.</li> </ul>

<p>Chief Executive Officer (LEA funded position)</p>	<ul style="list-style-type: none"> <li>• Serves as the visionary leader of CCSPP Implementation.</li> <li>• Ensures shared decision-making among all interest-holder groups.</li> <li>• Promotes collaborative leadership and practices to integrate CCSPP goals with other school-wide goals.</li> <li>• Directs all key staff to focus on equity, opportunities, and the power of families.</li> </ul>
<p>Wellness &amp; Economic Growth Specialist (New LEA funded position – 100% dedicated to CCSPP)</p>	<ul style="list-style-type: none"> <li>• Creates and implements curricula on advocacy, economic growth, wellness, and adult literacy while training staff and parent advocates.</li> <li>• Assesses program effectiveness to ensure initiatives align with community wellness and economic empowerment goals.</li> <li>• Oversees the Family and Community Center and future Vaughn Wellness Center to support family and community needs.</li> </ul>
<p>School Nurse (LEA funded positions)</p>	<ul style="list-style-type: none"> <li>• Addresses medical needs to ensure students are healthy and ready to learn.</li> <li>• Implements health policies, monitors immunizations, conducts screenings, and responds to medical emergencies.</li> <li>• Collaborates with staff to enhance health education and student well-being.</li> </ul>
<p>2 Math Instructional Coaches (LEA funded positions)</p>	<ul style="list-style-type: none"> <li>• Designs a professional development plan to strengthen staff capacity in fostering students' numeracy skills through real-life application.</li> <li>• Conducts classroom observations to identify key areas of growth.</li> <li>• Provides 1-on-1 teacher coaching to strengthen capacity.</li> </ul>
<p>4 Case Managers (LEA funded positions)</p>	<ul style="list-style-type: none"> <li>• Manage a caseload of chronically absent students and assess their needs, including those of their families.</li> <li>• Develop, implement, and monitor personalized care plans to address attendance barriers.</li> <li>• Maintain consistent communication with students and families to promote a sense of belonging and connection to the school.</li> </ul>

<p>Early Education Coordinator (LEA funded position)</p>	<ul style="list-style-type: none"> <li>• Coordinates full-day, full-year preschool programs for 3- and 4-year-olds, as well as half-day programs for 2.5-year-olds.</li> <li>• Identifies professional development opportunities for staff to enhance their capacity to improve early numeracy skills.</li> <li>• Oversees the fidelity of curriculum implementation and learning environment for preschool programs.</li> </ul>
<p>Special Programs Manager (LEA funded position)</p>	<ul style="list-style-type: none"> <li>• Works with after-school personnel to ensure expanded learning supports the MathMatters initiative.</li> <li>• Develops activities that make math interactive and relevant for students.</li> <li>• Enhances after-school experiences to foster engagement and improve academic success.</li> </ul>
<p>Homeless and Foster Youth Liaison (LEA funded position)</p>	<ul style="list-style-type: none"> <li>• Supports positive academic outcomes and attendance by addressing barriers homeless and foster youth may be facing.</li> <li>• Provides financial and resource assistance for school-related needs, such as supplies, transportation, and extracurricular activities, to ensure students have the tools to succeed.</li> <li>• Maintains constant communication with families to continuously assess their needs.</li> </ul>
<p>2 Directors of Instruction (LEA funded position)</p>	<ul style="list-style-type: none"> <li>• Assess and oversee academic performance across school sites.</li> <li>• Work together to identify strategies that enhance student achievement.</li> <li>• Focus on key initiatives to improve math learning outcomes.</li> </ul>
<p>Director of Mental Health (LEA funded position)</p>	<ul style="list-style-type: none"> <li>• Leads and oversees the implementation of all mental health services across the school sites.</li> <li>• Utilizes a continuum of care model to develop programming that supports the mental health needs of students.</li> <li>• Oversees the implementation of layered levels of intervention to address varying student needs.</li> </ul>
<p>5 School Social Worker (LEA funded positions)</p>	<ul style="list-style-type: none"> <li>• Conduct one-on-one sessions to address students' social-emotional needs.</li> </ul>

- Help students build strategies to manage challenges and improve well-being.
- Connect students to school programs that support academic achievement and consistent attendance.

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

To ensure the long-term success and sustainability of our Community Schools Program, it is essential to establish a comprehensive strategic framework. This plan will not only guide the initiative's implementation, prepare both the community and interest-holders for future challenges and opportunities and build the capacity to serve as a Community School demonstration site. The strategies outlined below focus on building enduring sustainability and fostering ownership at every level.

#### Fiscal Capacity

1. Multiple-payers reimbursement - VAUGHN is a Cohort 2 grantee for the implementation of Children, Youth Behavioral Health Initiative (CYBHI) and a recipient of the CYBHI Partnership Incentive Grant allocated by the Los Angeles County Office of Education.
2. Workforce development - We collaborate with Del Amo Construction to build 21-unit apartments and VAUGHN owns the land. Upon completion, the project will provide rental income
3. VAUGHN's governing board commitment - use of interests generated from investment portfolios managed by the Vanguard Fund
4. Braided funding - We will continue to leverage existing funding sources, such as the GEAR UP with VAUGHN as the lead LEA, State Preschool funding, and LCAP funding.
5. Decrease chronic absenteeism - Improved attendance rate will generate additional funding
6. Grants - We will also pursue additional funding opportunities, including grants from government agencies, local foundations, and corporate partnerships, to ensure financial stability beyond the initial grant period.

#### Human Capital

1. To keep the initiative on track, the VAUGHN Community Schools Council (VCSC) will engage in regular cycles of assessment. These evaluations will focus on identifying community assets, addressing needs, and leveraging human capital. This continuous feedback loop will help optimize resource allocation and inform future decision-making.

2. Another key strategy for sustainability is the ongoing professional development of school staff. By institutionalizing knowledge and best practices, we will foster a culture of continuous learning that enables staff to address challenges and sustain momentum even after the grant period ends. Collaborative learning environments will be established to allow staff to learn from external experts and one another.
3. Ongoing engagement with local organizations, community leaders, and other interest-holders is critical to the long-term success of the initiative. Building a sense of shared ownership within the Pacoima community will foster broader buy-in and sustained support. Aligning the goals of the Community Schools initiative with local priorities will ensure the initiative remains relevant and responsive to community needs.

#### Infrastructural and Systemic Capital

1. We will also work closely with local government agencies and leaders to advocate for policies that support the long-term success of community schools. These efforts will focus on securing permanent funding streams, improving local education policies, and advocating for better housing and health policies. Central to these advocacy efforts will be the aim to meet the needs of the whole child in the long run.
2. In addition to engaging leadership and organizational partners, it is crucial to involve the broader community—students, families, and local residents. Their input and active participation will be key in ensuring the initiative remains relevant to the community's evolving needs and aspirations.
3. As part of our broader commitment to community well-being, we are also in the process of developing a Community Wellness Center. This center will enhance the physical, mental, and emotional health of community members by offering a range of services and programs designed to promote overall wellness. Services will be tailored to the specific needs of the community and will generally include health-related services, educational programs, and opportunities for social engagement. The Community Wellness Center will serve as a cornerstone of our efforts to improve the quality of life for everyone in the Pacoima community.

## Strategy 5: 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
<p>Establish and maintain a portfolio of partners (out-of-school learning, health, mental health, food, shelter, child care transportation, adult education, workforce and economic development, etc.) to provide wrap-around services to the whole child while also meeting the unique needs of our students and families.</p>	<p>Community School Director will set up a system for collaboration that includes community assets mapping results, clear goals, roles, and shared responsibilities.</p> <p>VCSC convenes partners in planning, continuous improvement and evaluation.</p> <p>Create opportunities for direct communication with organizational leaders (e.g., school directors, community organization CEOs).</p> <p>Share resources and expertise to develop forward-thinking solutions for ongoing challenges, while co-sponsoring events, participating in partners’ activities, and recognizing each partner’s contributions.</p> <p>Establish a clear, legal, and ethical framework for data sharing by formalizing the partnership through a Memorandum of Understanding (MOU) or written agreement. This agreement should set clear expectations for all parties and include coordination of shared use of community facilities, classrooms, and meeting spaces.</p> <p>Collaborate with partners to build capacity and expand efforts, while also developing emergency response plans that enable quick mobilization of resources and services in times of crisis.</p>
<p>Continue to engage governmental entities to break down procedural barriers our families may experience including public services, housing,</p>	<p>Leverage current positive relationships with elected officials by coordinating or hosting community listening sessions and community events not limited to Health Fairs, emergency preparedness, Medi-Cal expansion, Know Your Rights etc. in collaboration with governmental entities.</p>

<p>child care, disabilities foster care, and legal assistance</p>	<p>Provide space for convening and community gatherings hosted by governmental departments.</p> <p>Serve as pilot site for governmental initiatives including Mandated Support Initiative (AB2085) that redefine child neglect/abuse; organize regional champion-teams to scale up the initiative and identify a portfolio of accessible governmental and community supportive resources related to poverty.</p> <p>Provide access to technology and internet use as needed in our Family &amp; Community Center and assist families with application for services.</p>
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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 school recognizes the importance of building strong, mutually beneficial partnerships with a range of interest-holders: students, families, staff, local businesses, governmental and community organizations. These partnerships are designed to collaboratively to focus on equity, opportunities and the power of families to address our Community School priority goals:

1. Fostering a healthier and more prosperous community
2. Increasing student proficiency in mathematics
3. Decreasing chronic absenteeism

Currently Vaughn has a long-standing partnership that supports these goals. Our approach will consist of the following:

1. Collaborate with current partners in implementing existing programs that are effective and are aligned to our priority goals (Current).
2. Collaborate with current partners to expand existing programs and/or newly designed programs to meet our priority goals (Expand).
3. Recruit, cultivate and collaborate new partners to design and implement programs to meet our priority goals (New).

Following is a brief description of current partnerships and potential expansions we will be exploring. Additionally, we have also identified new partners that will support us in meeting our priority goals.

1. **El Centro De Amistad:** Vaughn will continue its partnership with El Centro de Amistad as they provide on-site mental health counseling and case management services for eligible Prek-12th grade Vaughn students. There is no direct cost to students as long as the student's full-scope Medi-Cal remains active or if they qualify for services via indigent funds.
  - \***Expansion** - ECDA is expanding the mental health services offered to VAUGHN which will include teacher consultations, training and support group, parent consultations and training. ECDA will collaborate with VAUGHN in Multi-Payer Behavioral Health reimbursement as VAUGHN has been selected as Cohort 2 CYBHI participant.
2. **Sycamores:** Vaughn will continue its partnership with Sycamores as they provide on-site mental health counseling and case management services for Medi-Cal eligible students. They also assist in providing crisis counseling to students in need of immediate mental health interventions.
3. **Luminarias:** Vaughn will continue its partnership with Luminarias to continue providing on-site mental health counseling for eligible students. Services include on-site individual and group counseling.
4. **EduCare:** Will continue offering support on site to our Middle and High School students through activities before and after school.
5. **Expanded Learning:** Will continue to offer our elementary students additional opportunities to participate in extracurricular activities.
6. **Girls on The Run:** Vaughn will continue to partner with GOTR to empower 3rd-8th grade students, particularly young girls, to recognize their inner strength and potential. The program promotes physical fitness and instills important life skills such as resilience, teamwork, and leadership.
7. **Providence Community Health- Southern California:** Vaughn's ongoing partnership with Providence Community Health will continue to provide onsite application assistance related to health services and food insecurity (CalFresh and Medi-Cal) to community residents, make referrals, and provide health and nutrition education.
  - \***Expansion** - Will collaborate with VAUGHN to leverage federal Early and Periodic Screening
8. **Providence: Work2BeWell Program:** Will continue to engage our High School students to become mental health advocates through activities such as workshops, small group discussions, and assembly presentations.
9. **Pueblo Y Salud:** Vaughn's ongoing partnership with Pueblo y Salud will support our school community through a holistic approach to health, education, civic participation and substance use prevention.
10. **Universities:** Vaughn has MOUs with 7 universities to support Vaughn's Mental Health Intern Program under the supervision of our Director of Mental Health and qualified team members. The universities with which Vaughn has entered into an MOU include: California State University Northridge (CSUN), University of Southern California, University of California Los Angeles, Concordia, Cal Baptist, Loyola Marymount and Azusa Pacific.

11. **EveryoneOn:** Is collaborating with Vaughn on bridging the digital divide in our community ensuring that more people have access to the tools and skills they need to thrive in an increasingly digital world.
12. **GoPass Program:** Our school offers Metro TAP cards and Eligibility Codes to students to ride Metro and other transit systems for free.
13. **Tia Chucha's Centro Cultural & Bookstore:** Welcomes youth, adults, and elders to learn about themselves, their culture, and community through music, visual art, creative writing, and more.
  - \***Expansion:** Vaughn will work on bringing in The Lil' Readers multicultural and bilingual storytelling program to help foster early literacy skills. By integrating the program with the Baby2Baby diaper distribution, it will ensure that families have access to both essential resources and enriching educational experiences for their young children.
14. **DIY Girls:** Provides girls and gender-expansive youth with meaningful, hands-on engineering and technological experiences with the explicit purpose of developing their interest in STEM fields and careers.
15. **Northeast Valley Health Corporation:** Vaughn will continue to work with NEVHC to educate students about family planning, healthy habits, and the benefits of gardening! By incorporating the garden's harvest into monthly distributions, they're not only promoting healthy eating but also teaching sustainable practices.
16. **LA Mission College:** Vaughn will continue to partner with LAMC to provide credit and non-credit courses to our students and families such as credit recovery, ESL and citizenship classes.
  - \***Expansion** - ESY for math, parent financial literacy, basic technology skills and child development classes.
17. **Los Angeles County Office of Education (LACOE):** Provide programs and services that include teacher training, MTSS, Know Your Rights workshop and PBIS and leadership development programs.
  - \***Expansion**
    - Vaughn was selected as Cohort 2 grantee to implement CYBHI. LACOE has awarded Vaughn with the Partnership Incentive Grant and will provide all startup services to Vaughn including Medi-Cal enrollment, installation of a new electronic health record system, training and coaching, communication with state-selected billing and reimbursement systems.
    - The Wrightwood Outdoor Science School: To provide environmental science education for 5th and 6th graders in a residential camp setting.
18. **Meet Each Need with Dignity (MEND):** Vaughn will continue its partnership with MEND to help meet the needs of our unsheltered and low-income families by providing essentials such as food, bundles of new clothing, diapers, wipes, toiletries, and other hygiene kits.

19. **Los Angeles County Department of Public Social Services (DPSS):** Vaughn will continue to partner with DPSS by supporting families through the Adopt-A-Family program where they match sponsors with families to fulfill holiday wish list requests. Families are required to have an active case with CalWORKs, CalFresh, MediCal or In-Home Supportive Services.
20. **Baby2Baby:** Vaughn will continue to partner with Baby2Baby as they are able to provide vital resources such as diapers, clothing, school supplies, and other basic necessities that many families struggle to afford.
21. **California Department of Education (CDE):** Authorizes renewable annual grant to VAUGHN to implement full year and full day preschool beginning age 3.

**Local Elected Officials:**

22. **County Supervisor Lindsey Horvath:** Vaughn will continue its partnership with our county supervisor to ensure that county-wide programs benefit both the school and the broader community. Together, we will host key community events such as Emergency Preparedness Fairs and Community Listening Sessions.
23. **Assemblywoman Celeste Rodriguez:** Vaughn will continue to partner with our Assemblywoman in advocating for increased funding for schools, reforms to improve the quality of education, or policies aimed at closing achievement gaps.
24. **Senator Caroline Menjivar:** Vaughn will continue to partner with our Senator by working together to tackle key issues such as economic development, public safety, healthcare access, and educational equity, all of which contribute to stronger, more resilient communities.
25. **Councilwoman Monica Rodriguez:** Vaughn will continue to partner with our Councilwoman on school and community safety, which is vital for creating a safe and effective learning environment.
26. **Congresswoman Luz Rivas:** Vaughn will continue to partner with our Congresswoman to help ensure that policies and resources are effectively aligned with the needs of our students and families.
27. **School Board Member Kelly Gonez:** Vaughn will continue to partner with our School Board Member to create more opportunities for families to be more involved, informed, and empowered in their children's education.
28. **Del Amo Construction:** Del Amo has been VAUGHN's partner in the past 15 years constructing 11 facilities projects through federal and state bond funding.  
  
\*Expansion - Del Amo has agreed to be the developer who will build 21-unit workforce housing apartments for VAUGHN teachers/staff to meet shortage areas, including math, science and special education. The site is next to our Family & Community Center and will include a large Wellness Center to house expanded programs as a result of this grant. Expected completion date is the end of 2026.
29. **Cathay Bank:** Cathay Bank Foundation has been awarding \$5,000 each year towards VAUGHN graduates who major in finance.

**\*Expansion-** It will increase the grant given each year to sponsor an afterschool Financial Literacy and Independence course for high school students.

30. **Vaughn Foundation:** The Foundation provides \$24,000 to fund VAUGHN graduate scholarships and fund family emergency needs including rent relief, foods, utilities, etc.

**\*Expansion** - The Foundation will double grant giving to \$48,000 each year.

31. **Feet First CA Foundation:** Feet First California works primarily in schools, engaging students in a combination of physical exercise and a social-emotional curriculum that together create the optimal conditions for learning.

32. **UCLA Center X:** UCLA's Center X provides an opportunity for math teachers to work together, engage in teaching practices, and develop a community of shared learning.

### **New Partners**

33. **Attendance Works:** Vaughn will do a school-wide Attendance Campaign that can help raise awareness about the importance of consistent attendance and reduce absenteeism.

34. **International Association for Truancy and Dropout Prevention (IATDP):** Vaughn will join the IATDP to help address and prevent issues related to truancy and school dropout.

35. **Hop Skip Drive:** The service will be provided to busy parents who need help with getting their kids to school with the goal to increase student's attendance.

36. **Cash Course:** The online financial education courses through instructor assignments or self-study will equip students with the tools and knowledge they need to help them make informed and thoughtful financial decisions throughout their college careers.

37. **Families in Schools:** The Parent Warriors program will support and equip parents to develop the leadership and advocacy skills to ensure their children succeed in school and life.

38. **JA Finance Park:** Will help students build a foundation on which they can make intelligent financial decisions related to income, expenses, savings, and credit.

39. **ICON** - Will provide small business loans, job training, opportunities for access to capital.

40. **Integrity Project Group:** Is a local developer who will construct 246 apartments a block from Vaughn. Vaughn has been in communication with Integrity and our City Council Member Monica Rodriguez to shape the design and affordability. Vaughn will be its community partner in developing workforce housing eligibility with 20% for low, low income families, more 2-bedrooms apartments than studios, added green space and need for a neighborhood market with fresh produce. Expected completion 2028.

41. **Los Angeles Commission for Children and Families:** The Commission has selected VAUGHN to pilot the Mandated Support Initiative (result of AB2085 that re-define child abuse/neglect and need to provide supportive resources). All VAUGHN staff members have received training. The Commission's Executive Director and her team will continue to provide coaching, monitoring and resources during the next 5 years enabling VAUGHN to be the dissemination site statewide.

42. **Pacoima Charter Early Head Start:** Will provide technical assistance and teacher coaching to expand school-based preschool education to 2-year old children.
43. **Parent Engagement Academy:** FACTOR (Families Acting Towards Results) Will support and empower parents by providing them with resources, skills, and strategies to be more involved in their children's education and overall development.
44. **Understanding by Design-UBD:** Vaughn teachers will receive professional development in unit/lesson design within the UBD framework. Teachers will determine essential understandings, questions, skills, knowledge, and priority standards as they work to continually develop engaging, authentic, and relevant units of study.
45. **Vision to Learn:** Will provide vision screening and glasses to approximately 100 identified students.
46. **UCLA Early Head Start:** Will provide parent classes during the diaper distributions and will engage families in educational activities as well as support parents to understand the process of school enrolment.

Our current partners and new partners will function to address the needs of the whole child and unique needs of individual students and family. It is this power of families (school, nonprofits, governmental and private) that will create and sustain a shared future that is hopeful, healthy and more prosperous.