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LENNOX MIDDLE SCHOOL (LMS)

District stakeholders agreed that the most effective and efficient process of rolling out Community Schools district wide was to begin with the middle school in the first year (Cohort 3), then expand to the other five elementary schools and preschool in Cohort 4.

Of our 1,250 6-8 students, 98% are Hispanic, 33% are ELs, and 95% are Socially Disadvantaged. An estimated 70% of Lennox families have a member living with them that are technically "unauthorized" (vs. the California rate of 27%). Families are also overwhelmed by a need for essential services (rent, utilities, food). A majority of parents have difficulty communicating in English.

Historically, the 1.3 square mile unincorporated, densely populated Lennox urban area has dealt with some of the highest crime rates in L.A. County. But recently, Lennox has been equally negatively impacted by a decline in population — the once "undesirable residential area" is being replaced by desirable real estate development opportunities. The population exodus out of Lennox to more affordable areas has resulted in steady student enrollment decline. This problem is further complicated by competition for our students from charter schools and neighboring districts.

LMS students share the same stressors as middle school students throughout the state: bullying, hate-related harassment, social media and cell phone addiction, and unprecedented surges of apathy-related absenteeism. However, post-pandemic, there has been an alarming increase in the number of students impacted and the complexity/severity of their challenges.Based on recent evidenced-based surveys and assessments: one in three Lennox students have one or more emotional, behavioral, or developmental conditions that significantly limits their ability to function. Yet, only a small percentage of students seek/receive help addressing these issues.

In an effort to better engage and retain students, LMS restructured to form four schools-within-a-school: engineering, AVID, Dual Language and Exploratory. Each school provides academic and enrichment opportunities to 100-150 students.

LMS is on a three, 13-week trimester per school year schedule.

SITE UNDERSTANDING OF THE COMMUNITY SCHOOLS FRAMEWORK

As a site, LMS agrees to continue to work collaboratively with the District, community partners, contractors and stakeholders to ensure all our efforts having to do with the LMS Community Schools initiative fall within:

The "Four Pillars":

1) Integrated Student Supports
2) Family And Community Engagement
3) Collaborative Leadership And Practices
4) Extended Learning Time And Opportunities

The Four Key Conditions For Learning And Development:

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.

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

The Four Cornerstone Commitments to:

Assets-Driven and Strength-Based Practice:

Racially Just and Restorative School Climates:

Powerful, Culturally Proficient and Relevant Instruction

Shared Decision-Making and Participatory Practices

The Four Proven Practices

Community Asset Mapping and Gap Analysis

Hiring a Community School Coordinator

Site-Based and LEA-Based Advisory Councils

Integrating and Aligning with other relevant Programs

GOALS/PRIORITIES

Note: *As of this writing, we have not yet received the RFA-referenced Implementation Growth Chart to use as a guide and reflect on our goals/priorities as informed by needs assessment.*

AS A DISTRICT

The planning grant resulted in LMS agreeing on our collective need to reimagine, coordinate and transform the way our school and partners support the emerging and existing needs of ALL students, staff and families in ways that make them feel more meaningfully engaged, and take ownership of their learning transformative community. The philosophy of our approach will be to build greater school communities upon a foundation of interconnected networks of smaller communities.

SITE IMPLEMENTATION

Consensus was reached on three overarching goals, then how to progress toward achieving those goals within the framework of the Four Pillars.

LENNOX MIDDLE SCHOOL OVERARCHING GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

3 Overarching Goals	Lennox Middle School — Smart Objectives	Measurements
1) Provide new and expanded opportunities for extended student academic learning and enrichment beyond regular classroom hours and LEAP (i.e., ASES/21st). Pillar #4	● By the end of T1, provide new and expanded prompt/comprehensive tiered CS-aligned support customized to a majority of students with disabilities. ● By the end of T1, provide new and expanded ELA and Math intervention to countermand students' loss of instruction because of the pandemic. ● Beginning in T2, provide suicide prevention units to a minimum of 400 students. ● Beginning in T2, provide more rigorous, personalized follow-up on referrals to community health living partners — to a minimum of 110 student/family/staff. ● By the end of T2, Initiate the numerous opportunities for students to have positive relationships that students have with an adult/s (as describe throughout this application) ● By the beginning of T2, begin to initiate a minimum of five CS-related clubs initiated by students and supervised by school and partner staff. ● By the end of 3T, provide a minimum of 10, 10-week Community Advocate-led student support groups to a minimum of 120 students. ● By the end of T3, A majority of survey teachers will attest to using more of a strengths-based approach to student-family-teacher conferences, virtual or in-person.	IEPS, Intervention Plans, Course completion records and surveys, Referral forms/database, Club charters and attendance data, Support group attendance data, Staff and student surveys
2) Increase the number of unduplicated students, families and staff who have initial or increased contact with	● By the beginning of T2, provide wellness presentations on mental health and understanding depression to a minimum of 400 staff, students and family members. ● By the end of T2, a majority of surveyed teachers (36+) will be able to provide an example of how they embedded social-emotional learning into their regular school day instruction	Presentation attendance records and surveys, Teacher surveys, MH activity

f health/healthy living/ mental health practitioners. Pillar #1	• By the end of T3, a minimum of 300 unduplicated students will make contact with the new Mental Health Interns. • By the end of T3, Increase the number of students/families who have first-time contact with mental health practitioners, compared to the previous year. • By the end of T3, increase the mental health literacy of community members. • By the end of T3, serve no-cost meals to a minimum of 20% of LMS students during weekdays and holidays. • By the end of T3, a minimum of 50 staff complete Resilient Practices For Educators, Staff Members, Administrators, And Teams workshops. • By the end of T3, a majority of unduplicated students and staff will have more contact with health/mental practitioners than they did in the previous year. • By the end of T3, 30% of LMS staff will complete more advanced training in the District's Positive Behavioral Interventions and Supports (PBIS) program.	logs, Stakeholder self-report surveys, Meals distributed logs, Class attendance logs and surveys,
3) Support innovative school community-building opportunities driven by teachers, students, families and community stakeholders that engage and connect them to the school and District learning communities. Pillar #3	• By the end of T1, begin expanding marketing/branding/outreach. • By the end of T1, install entry-way community showcases at LMS and District administrative offices • By the end of T1, school community agrees on a basic definition of what community-based pedagogies means to the LMS community • By the end of T1, begin reporting program-related progress to the School Board, District Cabinet and Principals meetings. • By the end of T2, begin steps to ensure an increased number (over the previous year) of middle school families have access to computing devices and connectivity. • By the end of T2, expand restorative justice/peer mediation programming (building on existing model) • suicide prevention (including age-appropriate units on depression) • By the end of T2, expand existing LEADER IN ME Model into more classrooms than in the previous year. • By the end of T3, a majority of surveyed teachers will agree that more teacher-innovated program-aligned projects and activities took place than in the previous year. • By the end of T3, provide a minimum of five workshops/resources for 150 parents, administrators, and students on how bullying and hate-related harassment can be prevented and addressed. • By the end of T3, provide financial literacy workshops to a minimum of 200 parents, students, and educators. • By the end of T3, increase the number of parent leadership opportunities, compared to the previous years • By the end of T3, increase diverse representation on shared decision-making bodies • By the end of T3, pilot a buddy mentoring system where older LMS students are paired with elementary students then continue to mentor/tutor them as they transition	Website and social media hits, materials distributed, Mission statement, Meeting agendas and minutes, Technology use and checkout logs, Class attendance records, Teacher self-report surveys, Parent surveys, Activity logs, training attendance and feedback surveys, Activity sign-in sheets, Y2 plan

	into middle school. A minimum of 30 LMS students will participate. ● By the end of T3, increase the amount of teacher staff/meeting/planning time over the previous year. ● By the end of T3, engage a minimum of 100 previously uninvolved parents. ● By the end of T3, providing parents with training and more opportunities to have a voice in LMS leadership, compared to the previous year. ● By the end of T3, a majority of LMS instructors will complete some for of CBL training ● By the end of T3, a minimum of 12 community partner representatives and outside experts will conduct project-related training. ● By the end of T3, a minimum of 60 Preschool/ECE parents will participate in training and/or leadership activities. ● By the end of T3, a minimum of two new community-building events will be added to the roster of annual events. ● By the end of T3, create a Y2 plan to include a new Community Schools-related unit in new teacher training.	

PRIORITY 1: NEEDS AND ASSETS ASSESSMENT: COLLECTIVE PRIORITIES

The planning grant was a process of conducting comprehensive school and community needs and asset assessment, including, but not limited to, student and community demographics, school climate, integrated support services, expanded learning time, family and community engagement, new or existing partnerships with governmental entities or community-based organizations, and funding sources.

Other recent data informing the planning process included results from: CHKS; district evidence-based mental health surveys; other state-required surveys/assessments (e.g., LCAP), and evaluation reports from the District's various grant-funded programs.

The writing of the planning grant report helped stakeholders identify priority topics and system-level issues that formulated this implementation plan.

METHODS AND TOOLS UTILIZED

At the outset of the planning phase, The District contracted with Panorama Education (https://www.panoramaed.com) to help us create Community School-specific holistic surveys completed by approximately: 300 parents/guardians, 300 students, and 100 teachers, school staff and community stakeholders. Currently, and throughout implementation, the District will create and distribute in-house surveys; not use an outside vendor.

A mix of 80 stakeholders participated in follow-up focus groups to clarify and elaborate on survey answers. The Community Schools Coordinator also collected anecdotal data through: visits to parent centers, cafecitos, staff meetings, board presentations, and regular meetings with key student service personnel. The District's Multi-Tiered Systems of Supports Team held multiple "roadshows" across all school sites to educate hard-to-reach students and families about multi-tiered supports across the district, the SST process, and future plans to expand these Community Schools services throughout the District.

LENNOX MIDDLE SCHOOL — OVERALL MOST PRESSING NEEDS

1) Extended student academic learning and enrichment beyond regular classroom hours and the LEAP afterschool program.
2) Increase the number of unduplicated students, families and staff who have contact with health/healthy living/mental health programs and practitioners.
3) Create enriching and innovative community-initiated learning and enrichment opportunities for teachers, students, families and community stakeholders that engage and connect them to their peers, their school and the resources of the greater learning community their heritage and belief

AREAS OF NEED - CUMULATIVE RESULTS OF ALL SITE-SPECIFIC SURVEYS AND FOCUS GROUPS

Wellness Presentations On Mental Health And Understanding Depression

788 7/8th grade students 341 6th grade students participated in presentations.

Follow up numbers:

- 44 = 7/8th graders requested to be seen within one day
- 59 = 7th and 8th grade students requested to be seen within one week
- 11 = 6th graders who requested to be seen within one day
- 25 = 6th grade students requested to be seen within one week
- 5 = Number of lunch groups created to support students (anxiety, stress management, and girl empowerment)
- 15 = Students forwarded to individual counseling

Q. What <u>one support DURING school time</u> do students most need to improve academically?

STAFF/TEACHERS: Enrichment — intervention — mental health

STUDENTS: Afterschool programs/clubs (other than 21st/ASES) — tutoring — academic interventions

PARENTS: Social-emotional learning — study skills — addressing physical health

Q. What <u>one support AWAY from school</u> do students need to improve academically?

STAFF: Mental health, basic needs

TEACHERS: Enrichment — intervention — mental health

STUDENTS: None — at-Home Zoom tutoring — more time with a teacher

PARENTS/COMMUNITY: Saturday morning study groups — ZOOM Tutoring — more time with a teacher

<u>Q. CURRENT SERVICES</u> students need more of to help them improve academically:

STAFF: Social-emotional learning — positive discipline — extended academic time

TEACHERS: Behavioral Prevention/Intervention — extended academic time

Q. If more tutoring options/extended learning time were available, what percentage of students do you think would participate?

STAFF: 40-60%

TEACHERS: 40-60%

STUDENTS: Maybe = 29% — No = 28% — Don't know = 23% — Yes = 20%.

Q. If available, which ONE of the activities listed below do you feel would most help your students improve their schoolwork?

STAFF: Saturday study groups — more time with instructor

TEACHERS: At-Home Zoom tutoring — Sat. morning study groups

STUDENTS: Study skills — social-emotional learning/positive behavior strategies — mental health

Q. What AFTERSCHOOL programs (other than existing) would you like to see offered at your school ?

STAFF: Art — homework club — basic life skills — extended learning time

TEACHERS: Fine arts — academic support — extended learning time

STUDENTS: Art (pottery) — video game class — organized sports

PARENTS/COMMUNITY: Sports — tutoring — music

Q. Which one activity and support do PARENTS MOST NEED MORE of to help improve their child/children's' school work?

STAFF: Parenting skills

TEACHERS: Parenting skills

PARENTS/COMMUNITY: Schedule activities that work better with parents' busy schedules

Q. Please list up to THREE CURRENT ACTIVITIES OR TRAININGS that best help you prepare for, and provide instruction to, students inside and away from the classroom.

STAFF: Social-emotional learning — science training — AVID training.

TEACHERS: Leader in Me — Thinking Maps — Social-emotional learning.

Q. Please list up to THREE ACTIVITIES OR TRAININGS THAT DO NOT EXIST at your school to best help you prepare for and provide instruction to students inside and away from the classroom.

STAFF: Social-emotional learning — writing support — math support.

TEACHERS: Writing support — SEL — math curriculum support.

Q. Which of the focus areas below would lead to a BETTER SCHOOL LEARNING ENVIRONMENT?

STAFF: Pacing Plan support — additional learning time for catching up.

TEACHERS: Pacing Plans (less pressure).

STUDENTS: Conflict resolution — learning at own pace — catching up on lost learning time.

Q. Needs/ coherence feeling of your own genuine ENGAGEMENT at your school - letter grade

STAFF: B

TEACHERS: C

Q. Needs/staff what one additional staff position would be your priority to fund?

STAFF: Instructional Aides.

TEACHERS: Instructional Aides.

Q. Needs/top three that would help you IMPROVE INSTRUCTION and contribute to improved student performance.

STAFF: Smaller class sizes — more planning time — funding for classroom incentives.

TEACHERS: Class size (smaller) — more planning time — funding for classroom incentives.

STUDENTS: Saturday morning study groups with an instructor — ZOOM Tutoring — more time with a teacher.

ABSTRACT/EXTENDED LEARNING ABSENTEEISM — Never has the District suffered from such a high percentage of student chronic absenteeism. The district's overall chronic absentee rate has decreased, but is still higher than pre-pandemic rates. There is a critical need to engage students and families in returning to regular attendance in school; and include school community partners in helping incentivize students to attend school regularly.

SOCIAL EMOTIONAL LEARNING BEHAVIOR MANAGEMENT — Based on a review of office discipline referrals and suspension data of low-income students, the District has identified an urgent need to provide our middle school students with additional support in the areas of behavior management/proactive positive discipline. Although the Dashboard in suspensions for the district was in the low band, the middle school suspension rate was significantly worse than the elementary schools. Also, students with disabilities are suspended at a greater rate.

SUMMARY OF LMS COMMUNITY SCHOOLS-RELATED NEEDS FEEDBACK FROM DISTRICT PARTNERS

Funding for classroom incentives • Less structured planning time but more structured collaboration time • Smaller class sizes • After school tutoring • Expand SEL and mental health supports • Increase classroom budgets.

ANECDOTAL EVIDENCE OF NEED (collected in focus groups and by Community Schools Director interaction with stakeholders)

TEACHER/STAFF ATTITUDES that: "CCSP is just another grant that will eventually go by the wayside" — CCSSP is just re-hashing "what we're already doing/have done in other grant programs" — Any additional money into the district should be spent on instructional support only (e.g., smaller class size, instructional aides, more planning time) — CCSSP will be a "top-down" program dictated by district leadership.

STUDENT APATHY: When surveyed, students were asked "If available, which ONE activity would you participate in to help YOU improve your schoolwork?" — 43% answered none. When asked "Would you take advantage of more tutoring if it were available to you?" — 80% of students answered "Maybe/No/Don't Know."

PRIORITY 2: SHARED UNDERSTANDING

RAISED AWARENESS AND OUTREACH

One goal of the initiative will be to expand marketing/branding/outreach (e.g. social media, Powerschool, community flyers/signage, announcements at meetings), and utilize partners and stakeholders, to provide greater peer outreach that raises awareness about the initiative and its philosophy, goals and benefits.

The first step to this component will be LMS stakeholders reaching consensus to the answer of the question: "Why a Community School?" and "How will all aspects of LMS be improved because of the Community School initiative?"

The proposed budget will support these efforts through 1) The creation of a new COMMUNITY OUTREACH SPECIALIST position (COS) to assist with social media, website updates, documentation of activities, branding, event planning,m etc. 2) Installing at the LMS and District administrative offices an ENTRY-WAY COMMUNITY SHOWCASE that will include a video monitor to display announcements and images that capture Community School-related events. All communication will be conducted in the language and literacy levels of the intended audiences. Voices and images will reflect the diversity of the targeted community/communities.

The goal for all these activities is to: 1) coalesce into a common understanding of the overarching goals of Community Schools; 2) underscore how the LMS Community School will differ from our present schools; and 3) foster a common commitment to the four pillars.

COMMITMENT TO THE PILLARS

Reflected below is our district-wide commitment to the pillars, as well as individualized efforts by LMS. These activities will be fluid; meaning we will adjust them based on ongoing needs assessments and continuous improvement efforts.

COMMUNITY ADVOCATES/ SUPPORT GROUPS

The District will support LMS initiating **COMMUNITY ADVOCATES (CA)/SUPPORT GROUPS.** The strategy will be to build a greater school community by starting with smaller (support groups) communities. Activities align with Lennox Community Schools' three primary goals. These Community Advocates will be part: Academic Coach, Social-Emotional learning/positive behavior coach, Community and school/district services referral specialist, parent liaison, and mentor/positive role model.

Group sizes will range from 10 to 13 students. The primary focus of groups will be determined by: the type/purpose of the group; similar needs of selected students; and, age and gender of the selected students. LMS stakeholders indicated initial groupings/focus areas may include: chronic absenteeism,anger management,study skills, bullying, math performance, social-emotional skills, gender issues, SARB-referred, etc.

As we near the submission deadline for this application, needs assessment revealed two pressing issues that will need to be addressed by these groups: 1) Aggressive intervention to those students issues with a record of chronic absenteeism; 2) A sudden increase in cyberbullying; posting illicit photoshopped images of students and staff on social media.

Flexibility will be the key to these groups' successes. Small group schedules will be determined by the group and what is most convenient to them. This will include a minimum of one (or more) in-person meeting/s a week with possible additional Zoom meetings and individual assistance at other times during the week. Possible session times could be before or after school, at lunch, weekends, nights.

To accomplish these goals, funds have been earmarked to hire five Community Advocates at the middle school (see staffing section for hours).

MENTAL HEALTH SOCIAL-EMOTIONAL LEARNING

Because of the pandemic and the restrictions imposed, there is a need to support the social and emotional growth of all LMS students. Although LMS students had these issues prior to the pandemic, there has been an increase in the number of students impacted and the complexity/severity of their challenges. Focus group feedback was that too few parents know how to access support services available in the district. Recent years have taken a toll on our students, administrators, teachers, and support staff across the board, but we see disproportionate effects on students of color, English learners, and students of low socioeconomic status.

Based on recent evidenced-based surveys and assessments: one in three LMS students have one or more emotional, behavioral, or developmental conditions that significantly limits their ability to function. Yet, only a small percentage of these students seek/receive help addressing these issues. Most LMS families/students hesitate to seek mental health services because of the negative stigma associated with mental health: cultural myths, inaccurate perceptions, lack of information.

Providing trauma-informed health, mental health, and social services for middle school students within a multi-tiered system of support will result in students feeling connected, supported, and part of their school community. Most importantly, they will know their school is a haven to thrive despite any challenges they may be facing.

LMS MENTAL HEALTH/SEL GOALS

Increase the number of students/families who have first-time contact with mental health practitioners.

Embed social-emotional learning into more school day activities.

Increase the mental health literacy of community members — including enabling them to be better equipped to notice signs and symptoms.

Better leverage existing services and referral sources available to the Lennox community by modifying mental health messaging, raising awareness, promoting proactive wellbeing, and recognizing and addressing mental health stigmatization.

Foster more positive relationships that students have with an adult/s during the instructional day and at extended times.

BUDGET SUPPORT ITEMS

To accomplish these goals, funds were earmarked to augment existing, and create new, MS/SEL services and training.

SUPERVISED MENTAL HEALTH INTERNS: The function of these positions will be determined by LMS in conjunction with district leadership and needs assessments. Activities could include individual, group and family services, and trauma-informed services. As of this writing, the allotment will be three MH interns.

Other MH/SEL funding support can be found in the budget areas of community partners programming, professional development, additional LMS site health/healthy living screenings, and increased marketing/awareness efforts.

OTHER ACTIVITIES

EXPANDED LEARNING OPPORTUNITIES: Beyond providing students with access to a trusted and supportive adult, a key aspect of the Community Advocates/small groups component will expand learning opportunities that develop the academic, social, emotional, and physical needs and interests of LMS students. Complementing, and connected to, regular school day learning, these expanded learning opportunities will be hands-on, engaging, student-centered, results-driven and involve community partners.

STUDENTS WITH DISABILITIES: The District was identified in 2023 for Differentiated Assistance in the areas of students with disabilities' performance in ELA and math; and because of a very high chronic absenteeism rate for all student groups. New and expanded activities will provide prompt/comprehensive tiered support customized to specific students' needs.

BULLYING: Resources for parents, administrators, and students on how bullying and hate-related harassment can be prevented and addressed.

TECHNOLOGY: Ensure all middle school families have access to computing devices and connectivity to ensure equitable teaching and learning environments.

FINANCIAL LITERACY: This will be provided for parents, students, and educators. Depending on collective needs, and the community partner co-presenting curricula, areas covered could include: understanding one's own financial personalities — the importance of budgeting — how to save and manage day-to-day expenses and — exploring various careers in finance.

EXTENDED MEALS: The goal is to fuel the brains, and nurture the social-emotional needs of Lennox' most underserved students whose parents may work on weekends. We hope to serve no-cost meals to this targeted group beyond five school days by augmenting the federal National School Lunch Program, School Breakfast Program, and working with local food banks and foundations to supplement, not replace, federal requirements.

OTHER: Other possible activities discussed during the planning phase and after include: more rigorous Personalized Learning Plans — additional positive behavior supports/incentives — expanded restorative justice/peer mediation programming (building on our existing model) — suicide prevention (including age-appropriate units on depression) — more rigorous follow-up on partner/community referrals — pupil-led efforts to combat hate, bigotry, racism, or any form of bias or prejudice — applying for the Anti Bias Education Grant Program — reviewing data of school actions that might promote bias/racism: (such as referrals for discipline, special education, and course placement) — parent leadership development and opportunities (discussed elsewhere) — increased diverse representation on shared decision-making bodies — and a strengths-based approach to student-family-teacher conferences, virtual or in-person.

PRIORITY 3: COLLABORATIVE LEADERSHIP

DISTRICT LEVEL

This LMS Community Schools initiative will fall under the auspices of the existing District Cabinet comprised of members representing: district leadership, unions, principals, site staff, community partners, parents, students and various community stakeholders. The District Cabinet and leadership will conduct system-level guidance to LMS-level implementation. Throughout implementation, this Community Schools initiative will be a regular agenda item on the District's recurring principals meetings.

Already proving herself the linchpin of this enhanced communication and oversight is the District's newly created Community School Director position responsible for the overall implementation of programs, partnerships, and strategies at the district and site levels.

The planning grant resulted in improved communication and coordination between LMS leadership and stakeholders and the District's Director of Student Support, Social-Emotional Wellness Coordinator, Director of Special Education, TOSA/Response to Intervention and the Community Schools Director.

AT THE MIDDLE SCHOOL LEVEL

The planning grant's needs assessment/assets inventory component enabled LMS stakeholders to re-assess current shared governance structures, local neighborhood teams, networks, or working groups to understand their purpose and composition. This was done with an eye toward deciding which of these could be expanded to include CCSPP activities under its auspices.

Surveys asked LMS stakeholders how to better facilitate democratic participation and decision-making. A special focus was on constantly re-evaluating how teachers and mentors are being engaged. Proactive LMS teacher support will be key to success in the short- and long-term.

During the planning process, LMS formed a Community Schools Advisory Committee. As rolls out, we will continue to add to our current roster of school/community stakeholders. See the **attached Organizational Chart** that outlines LMS' intended Community Schools leadership realignment.

STUDENT LEADERSHIP DEVELOPMENT

We plan to expand our LEADER IN ME Model that empowers our staff with effective practices and tools to: teach leadership to every student; create a culture of student empowerment; and align systems to drive academic results. By instilling additional leadership skills in our students through additional four pillars-aligned community School activities, we will provide them with a stronger foundation for success in their academic and personal lives. In addition, we aim to create more meaningful opportunities for students and alumni to engage with leadership at the LMS and district level to play a more active role in the development of resources, programs and supports.

Another component explored will be a buddy mentoring system where older LMS students are paired with elementary students then continue to mentor/tutor them as they transition into middle school.

Our plan for increased student engagement/leadership also includes students to come up with ideas for clubs related to community building or community/culture-based curricula and establishing that club through the support of instructional staff.

TEACHER/SITE STAFF LEADERSHIP

Teacher/instructional staff buy-in/ownership is key to the success and sustainability of this initiative. As detailed in the PRIORITY 1 SECTION, significant improvement is needed in this area. For example, when surveyed with the question *". . .feeling of your own genuine engagement at your school?"* LMS staff letter-graded the current situation as a "B"; LMS teachers gave the "authentic voice" question graded the current situation with a "C."

This will be monitored through the addition of ongoing surveys and discussion of survey results in staff meetings.

These increased activities are reflected in the budget through line items: "Teacher staff/meeting/planning time" that partially pays for the costs of substitutes to cover staff attending program-related meetings and community-building planning activities — increased professional development — and a budget line item that supports more teacher-innovated program-aligned projects and activities.

PARENT LEADERSHIP/ENGAGEMENT

This will be a three-part process: 1) Engaging more previously uninvolved parents; 2) Providing parents with training and more opportunities to have a voice in LMS leadership; and, 3) improving/increasing two-way communication. Constantly updated and refocused specific content in these three areas will be determined by assessed needs, and stakeholder representatives serving on leadership teams.

The Parent Center at LMS is fully operational. As always, accommodating parents' erratic work schedule will be a challenge. Activities, outreach and two-way communication at this center will be expanded. LMS has one Parent Liaison to support the activities of the Parent Center and assist with expanded parent communication and activities. These positions will be encouraged to attend all relevant staff Community Schools training.

A District initiative currently in the works, PARENT UNIVERSITY will increase opportunities for LMS parents to participate in workshops and classes in areas such as ESL, parenting skills, supporting their children's academics, and early childhood education. This will also involve local colleges and CBOs. To be explored is devising some type of parent-created incentive program for parents who complete their personal learning goals.

LENNOX MIDDLE SCHOOL OVERARCHING GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Outcome/Indicators
Improved leadership communication	At the beginning of T1: ● The District Cabinet will place Community Schools as a permanent item on their meeting agendas. ● Community Schools District leaders begin updating Principals at their regularly scheduled meetings. ● Leadership representatives begin regular three-times-per-year updates to the School Board.	Agendas, meeting minutes,
Expanded stakeholder engagement/ leadership	By end of T1: ● Site decides on community partnerships to expand and new partners to deliver program services and activities. ● Add key community partners and additional Community Schools stakeholder representatives to regularly scheduled District Cabinet meetings. ● Add key community partners and additional Community Schools stakeholders to the LMS Community Schools Advisory Committee. ● Establish regular meeting dates of the LMS Community Schools Advisory Committee throughout the first year.	Community partner roster, School instructional schedule,
Expand student engagement/ leadership	● By the end of T1, conduct necessary research and surveys to formulate a plan to expand LEADER IN ME curricula. ● Beginning of T2, Began expansion plan of LEADER IN ME. ● T2 and T3, administer on-board LEADER IN ME teacher and student surveys (pre-/post- surveys for students) ● By end of T2, explore feasibility of upper/lower grade buddy mentoring program ● During T3, pilot upper/lower grade buddy mentoring program ● By end of T2, promote/encourage formation of program-related student clubs ● By end of T2, recruit adult club sponsors from pool of stakeholders ● T3, launch program-related student clubs	School instructional schedule, Student surveys, Buddy mentoring memo, mentor/mentee surveys, Student club rosters and attendance
Provide collaborative leadership training	● By end of T1, Stakeholder decide on new/expanded program-related professional development ● Beginning of T2, Begin new/expanded program-related professional development ● By the end of T3, provide a minimum of 50 hours of teacher staff/meeting/planning time for program-related meetings and	Professional development agendas, Meeting notes and agendas

	community-building planning activities teacher-innovated program-aligned projects and activities.	
Increase parent engagement and leadership	● By the end of T1, expand parent contact two-way communication opportunities. ● By end of T1, launch parent engagement/leadership peer recruitment ● By end of T2, establish system of parents personal learning goals ● By end of T2, devise parent-created incentive program for parents who complete steps toward their their personal learning goals ● By end of T2, provide additional program-related parent training workshops	Activity logs, Sign-in sheets, Parent surveys, Parent personal learning goals
Begin formative evaluation	● By the end of T1, collect most current relevant baseline data for evaluation purposes. ● By the end of T2, create and administer surveys for individual program components. ● By the end of T3, create and administer end-of-year stakeholder surveys to measure awareness of the program in the community and its effectiveness. ● By end of T3, Administer teacher and stakeholder surveys that include "authentic voice in site leadership" "genuine engagement " questions.	Baseline data, post=surveys for specific learning activities, Staff and stakeholder surveys

PRIORITY 4: COHERENCE: POLICY AND INITIATIVE ALIGNMENT

All the stakeholders described above in PRIORITY 3: COLLABORATIVE LEADERSHIP will collaborate toward the goals of: 1) AlignIng policies to ensure an integrated Community School strategy at the site and LEA level; and 2) Working toward "de-siloing" all parallel LEA and LMS-level initiatives.

LMS will fully integrate the Community School strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The overarching goal is the Community School implementation plan will cohesively mesh with school improvement plans.

Other existing programs/activities to be aligned with Community Schools include: the LEAP afterschool program, SoCal Crossroads (safe communities, youth development), (El Espejo tutoring), student wellness (Kaiser, L.A. County Schools).

LENNOX MIDDLE SCHOOL OVERARCHING GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Measurements
Policy and initiative alignment	● By end of T2, align policies to ensure an integrated Community School strategy at the site and LEA level; working toward "de-siloing" all parallel LEA and LMS-level initiatives. ● By the end of T3, survey the degree to which stakeholders see integration of site-wide initiatives within the site and with the District. ● By end of T1, LMS leadership aligns community School strategy with the LCAP, SPSA and school improvement plans. ● By end of T3, align Community Schools (and pool resources) with LEAP afterschool program, SoCal Crossroads, El Espejo tutoring and the site-based student wellness center.	Policy amendments, Stakeholder surveys,

PRIORITY 5: STAFFING

The budget reflects out plans to recruit and hire diverse, multilingual, specialized staff to support site-level work. All evidence-based services are and will be provided by bilingual professionals (licensed where required) that linguistically and culturally reflect those they serve. Their goal will be to promote an environment of safety, respect, and dignity across a multi-disciplinary continuum of care that meets the needs of people of varied genders, sexual orientations, races, ethnicities and military cultures.

DISTRICT LEVEL — KEY STAFF/PERSONNEL

COMMUNITY SCHOOLS COORDINATOR	Already hired is this full-time position responsible for day-to-day operations, oversight and all other aspects of the program including supporting and facilitating partnerships and discovering professional development opportunities to build capacity for collaborative education and community leadership structures and practices. Also responsible for LMS adhering to master timeline; ensuring shared/pooled resources and knowledge; site data collection for evaluation; scheduling of project-related training; ensuring equity/consistency of quality services provided by the MH interns and community partners (e.g., JUNTOS); and working toward project sustainability. Cal State Dominguez Hills graduate Desiree Garcia holds a BA in Psychology, Masters in Social Work and a California Pupil Personnel Services credential. Prior to being hired by the Lennox School District in November 2022, she worked at Harbor/UCLA Hospital as a family medical social worker.
EVALUATION/ PROGRAM/	(also see Priority #9): Responsible for overseeing the collection of all survey results and data related to evaluation and programming updates.

SUSTAINABILITY CONSULTANT	WIll also work on sustainability, and the writing of related sustainability plans and reports. Will also help the district and LMS pursue additional funding streams to enhance and expand the Community Schools initiative.
COMMUNITY SCHOOLS-DEDICATED BUSINESS COMPTROLLER	A portion of the District's administrative/indirect funds will be allocated to hire a part-time Community Schools-dedicated Business Comptroller (overseen by the Business Office) responsible only for overseeing accounting, financial reporting and purchasing procedures of this Community Schools grant.
OTHER DISTRICT SUPPORT STAFF	This includes clerical, technology, business office and instructional/student services support.

SITE LEVEL — KEY STAFF/PERSONNEL

COMMUNITY ADVOCATES\ SUPPORT GROUPS	Based on the goal of building a greater school community upon a foundation of interlinked smaller "communities," this newly created position will be part: Instructional Aide, Social-emotional learning/positive behavior coach, Community and school/district services referral specialist, parent outreach (in coordination with parent centers) and mentor/positive role model. These CAs will facilitate groups of 10-13 students. The primary focus of these groups will be determined by each school and depend on: the type/purpose of the group; similar needs of selected students; and, age and gender of the selected students. Possible groupings/focus areas could include: anger management, study skills, bullying, math performance, social-emotional skills, gender issues, SARB-referred, etc. Site certificated and classified instructional staff and other qualified professionals who are experienced working with Lennox families will fill these positions. To accomplish these goals, funds have been earmarked to hire five CAs at the middle school (see staffing section for hours). **In the first four years, Each CA will conduct services approximately eight hours per week.**
MH INTERNS	The function of these positions will be determined by LMS in conjunction with district leadership and needs assessments. Activities could include individual, group and family services, and trauma-informed services. **Three stipened MH interns will be hired for LMS.**
MENTAL HEALTH INTERN SUPERVISION	This contractor position will be responsible for meeting with MH Interns on a one-to-one and group basis weekly. In addition will assist with referrals and provide additional support for interns in special situations COLA included.

COMMUNITY OUTREACH SPECIALIST	Working directly with the CSC, this part-time contracted position will create and coordinate Community Schools-related social media, website updates, document activities, branding, event planning, etc. COLA included.

LENNOX MIDDLE SCHOOL STAFFING GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Measurements
Recruit and hire	By end of T1: ● One (1) Evaluation/Program/Sustainability Consultant ● One (1) Community Schools-Dedicated Business Comptroller: ● Five (5) Community Advocates ● Three (3) Mental Health Interns ● One (1) Mental Health Intern Supervision ● One (1)Community Outreach Specialist	Agreements, start dates
Apply performance evaluations to continuous improvement protocol	● By the end of T2, conduct staff performance evaluations. ● By the end of 3, factor in Y1 performance evaluation results into Y2 program goals and outcomes.	Performance evaluation notes, Y2 evaluation plan

(CONT'D) PRIORITY 5 SUSTAINABILITY

An all-encompassing objective of our sustainability plan will be to ensure core staffing and key programs/activities are sustained through long-term funding.

ALIGNMENT WITH OTHER PROGRAMS

Examples of other LMS/District programs/initiatives CCSPP will align with and complement include LCAP/LCFF, ESSER, and Learning Recovery Emergency Block Grant Funds. As a result of combining Community Schools funding with other state and federal funds (e.g., ASES/21st), the District will expand enrichment activities, especially to high needs students.

Another example is intervention. Currently, LMS has two intervention teachers per grade level. These are funded through LCFF, Title One and ESSER funds. But more ELA and Math intervention is needed. Combining funds and increasing funding through other sources will increase our school's ability to countermand students' loss of instruction because of the pandemic.

Combined with matching LCFF and JUNTOS funding, the District will provide more student, family and staff contacts with mental health practitioners. Proposed components of the Community Schools will augment the work of the district's Social/Emotional Wellness Coordinator who provides support to students, staff and parents; and is the hub of important community connections and resources.

Overall, the long-term plan is to sustain these efforts, having them dovetail into LMS' vision of constructing a permanent wellness center on site. This will become the hub of human services and serve as a simple, non-stigmatized gateway to a continuum of services provided by LMS/district partners and nearby human service agencies.

SUSTAINABILITY PLAN

From day one of the grant award — with support from the District — sustainability and expansion of our Community Schools initiative will be an integral part of operations. A six-step plan has been established to accomplish this: (1) continually expanding partnerships and increasing in-kind and cash matches; (2) securing multiple funding streams for separate program components; (3) local fundraisers; (4) promoting/advocating for the program to key policy makers; (5) sharing strong, positive evaluation results and successes will also be an essential component of marketing efforts to develop sustainability funding, expand the roster of contributing partners, and continually improve the program; (6) continually reducing operating costs while retaining the same, or greater, levels of service; and, (7) using social media platforms to solicit support, crowdfunding, donations, etc.

For previous grants, the district has opened channels for maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program.

Members of this initiative's leadership team have an exemplary track record of: sustaining once grant-funded programs, tapping into foundation, grant and private donor support; fostering and maintaining multiple funding streams. A member of the leadership team — a faculty member of the CLU/Thousand Oaks Center for Nonprofit Leadership who teaches a variety of professional-level workshops — will offer grant writing workshops and assistance to the LMS stakeholders.

PRIORITY 6: STRATEGIC COMMUNITY PARTNERSHIPS

The planning grant resulted in our site: 1) inventorying current assets; 2) assessing their effectiveness; 3) identifying gaps in/needs for additional services; and 4) developing a list of potential new community partners, and existing partners whose effective services could be expanded.

Long-time district/school partners who share a holistic focus on our students, families and the community were involved in the planning, and will continue to be involved in the development, implementation, and continuous improvement of this initiative.

A key collaborative agency to the district and LMS for this initiative will be JUNTOS (see MOU). JUNTOS ("a group of persons joined for a common purpose") was established 13 years ago through seed money from several foundations that supported its groundbreaking efforts to create a progressive and thoughtful model for treating and preventing trauma in underserved Lennox. JUNTOS has brokered partnerships with the Lennox School District, UCLA School of Social Welfare, LEAP, Echo Parenting & Education, Educare, National Teen Leadership Program, A Window Between Worlds, trauma-focused therapy specialists, and key community

stakeholders. JUNTOS provides a hub of services to support healing relationships in families, and the LMS community: trauma-informed services; Individual and family therapy; parent education; teacher training and support; wellness groups; resources and referrals; a gang prevention coalition; youth leadership and empowerment; and mindfulness workshops. Today, JUNTOS annually serves more than 350 students and 75 families, and the entire Lennox School District teaching staff. JUNTOS' Founder/Director has worked with the Lennox School District for 20+ years. JUNTOS is a 2017 recipient of L.A. County's Albert Rodriguez Civic Leadership Award.

Examples of other community building partnerships will include those with: California Connect, L.A. County Public Health, various community volunteer opportunities, Lennox Library, various free food banks/distributors, and a Community Love community closet, L.A, County Sheriff, LACOE Wellness Coordinator, Lennox Wellness Committee.

As new partnerships are formed, and existing partnerships enhanced, the intent will be for this new community-driven, shared decision-making, approach to transform LMS into a community hub where students and families have easy access to a continuum of whole student/family services needed to positively transform educational outcomes and improve stakeholder well being.

PRESCHOOL/ECE: As the elementary schools come aboard to this initiative, preschool families will be invited to participate in all activities. This will include parent training, leadership opportunities, health and wellness services, and transitional kindergarten expansion.

Budget items to ensure the referenced partnerships are responsive to the vision and priorities of students, staff, families and community members include:

COMMUNITY PARTNERS PROGRAMMING: This will include SoCal Crossroads, a non-profit with 17 years of proven capacity serving youth and adults in the areas of violence prevention, intervention, hospital-based and school-based services across Los Angeles County and Southern California.

COMMUNITY-BUILDING EVENTS: These will be designed to put the "unity" in our community (e.g., health and wellness fairs, arts events). This includes the cost of supplies for assemblies, community events, cultural events.

LMS HEALTH/HEALTHY LIVING SCREENINGS: Partial reimbursement to current, and new, district healthy living partners to conduct school site screenings/referrals to students and their families. A key partner will be **To Help Everyone Clinic (T.H.E. Clinic),** one of the first community health care centers in the nation to be honored for ". . .the highest commitment to delivering primary health care in a comprehensive, coordinated and accessible model" by The Joint Commission, a global driver of quality improvement and patient safety in healthcare. For more than four decades, T.H.E. Health and Wellness Centers have been improving the well-being of in-need, underserved communities in Los Angeles by providing access to high-quality healthcare and preventive education for all, regardless of ability to pay, while being mindful of the diverse cultural, social and economic factors that make up the foundation of the community. More than 13,000 patients are provided a continuum of services each year.

ESTABLISHED PARTNERs/RESOURCES	POTENTIAL//EXPANDED
211 LA (referrals) All Cove (teen resources/support) Allies for Every Child (early childhood family support) AADAP (Alcohol & drug prevention) Inglewood/LA Care Community Resource Ctr. (medical and resources) Centinela Youth Services (Restorative justice, youth services) Colleges (ESL classes, mentoring, interns) Community loving (Resources, clothing) Lennox Park (Community events, sports) Curtis Tucker Wellness Center (Workshops, medical/resources) Didi Hirsch (Mental health services) AWBW (Art therapy workshops) El Espejo (Mentorship) Supvr. Holly Mitchell (Community organizing) Lennox Coordinating Council (Community organizing) JUNTOS (Mental health services) L.A. County Sheriff (Community organizing/safety) Lennox Library (Community events/resources) Masada (Mental Health services) Open Paths (Mental Health services) Rainbow Services (Domestic violence support) Social Justice Learning Institute (Community organizing/free produce) Play Works (Positive behavior) CASEL: Advancing Social and Emotional Learning (Positive behavior) St. Margarets (Community resources/referral) Starview (Mental Health services) Sun Beam SEL (Positive behavior) United Health Mental Promoters (Mental Health workshops) Westchester Rotary Club (Community organizing/stipends for teachers) WIN LA (Early childhood/mental health support) Youth Build (Extended adult education/job training) LA Care Community Resource Center (Community resources/referral) Parent Engagement Institute (Parent workshops/training) Food Pantry/LAX (Free produce) Stop The Hate (neighborhood legal services) BABY 2 BABY (Clothing/hygiene donations) LA Southwest City College (ESL courses for families/ Apple/tech courses for students) LA City College (ESL courses for families) LIFT LA (Financial empowerment/literacy) Haven Neighborhood (Tax assistance/financial literacy) LA COUNTY WORKFORCE Development (Job training)	AVID T.H.E. Clinic (site-based screenings) Leader In Me (leadership, life skills) Boys/Girls CLub - Metro LA (???) Rainbow DV Services (domestic violence) General Medical Care (screenings/referrals) SoCal Crossroads (violence prev./ intervention)

LEAP (Afterschool program) PS ARTS Career Expansion, Inc. Harbor Interfaith (Housing/shelter) Sycamores (Referral/Community support) Lennox Senior Center (Community center/resources) LA County Housing Authority (Housing/referral) Homeless Services Foundation (Housing/referral) 1736 Family Crisis Center (Free Social services for low income families) LACOE Youth Suicide Prevention Project (Youth Suicide Support) UCLA (Interns/Health Fair support) Cal State Dominguez Hills (Counseling/Social work interns) L.A. District Attorney (SARB support) LA County Children And Family Services Echo Parenting and Education Dr. Shannon Dorsey (Trauma-focused consultant)	

LENNOX MIDDLE SCHOOL STRATEGIC COMMUNITY PARTNERSHIPS GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Outcome/Indicators
New key partnership	● By the end of T1, finalize agreement with JUNTOS. ● Beginning of T2, JUNTOS begins services.	MOU, Activity logs
Increase preschool/ECE parent engagement	● By the end of T1, conduct described needs assessment. ● Beginning of T2, invite preschool/ECE parents to participate in extended family training and CS activities.	Needs assessment results, Activity logs, Sign-in sheets
Expanded community-building programming provided by CS partners	● By the end of T1, work collaboratively to plan out new community-building programming. ● By the end of T2, new and existing partners will provide new and expanded community programming.	Plan timeline and benchmarks, Activity sheets,
Increased contact with health/mental health practitioners	● Finalize agreement with To Help Everyone Clinic (T.H.E. Clinic). ● Begin all-partner on-site health/mental health screenings ● Establish a system to follow-up on referrals to community providers.	MOU, Sign-in sheets, Partner roster, referral follow-up notes/forms

PRIORITY 7: PROFESSIONAL LEARNING

Elements of Community School's continuous improvement model will be critical to the content of LMS stakeholder training: informal and formal evaluations, classroom/activity observations, feedback from the community, and self-reflection time. Training will allot time for stakeholders to focus on a review of how Community Schools impact summative data associated with student performance, attention to behavioral habits of students, liasioning with other program staff, and group training activities.

Role-specific, evidenced-based training activities will be highly interactive, emphasizing LMS stakeholders learning, sharing and inventing ways to be collaborative, relationship-centered, culturally affirming/relevant, asset-based, democratic and community-based. All training will include elements that are focused on shared leadership and a reimagining of teaching and learning that is collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

All training activities and materials will be archived to share with current and new stakeholders. District experts, experts and professionals from partner agencies and programs, and specialized consultants will provide training. Teacher preparation programs will help prepare future teachers for the flexibility and adaptability that will help them succeed and reach every kind of learner within the Community Schools structure.

Professional learning activities will align with other programs/resources such as: Educator Effectiveness Block Grant, Educator Workforce Investment Grant Program for English Learner Roadmap Policy, Special Education funding, Computer Science funding, 21st Century California School Leadership Academy Grant Program, California National Board for Professional Teaching Standards Certification Incentive Program, Early Literacy Support Block Grant, California Comprehensive State Literacy Plan, and Reading Instruction and Intervention (RII) Grant Program, and project-related training and networking opportunities provided through LACOE.

Needs and strengths of staff, partners, parents and volunteers were assessed and discussed during the planning process. Stakeholders showed special interest in training that supported a variety of resources to support: mental health — depression and suicidal behavior — social-emotional learning — and more advanced, personalized training in the District's Positive Behavioral Interventions and Supports (PBIS) program.

LMS will decide on a contracted community partner, or a train-the-trainer approach, to provide support for teachers and staff on strategies to develop trusting, inclusive, and collaborative relationships with families and community members.

Another important area of focus will be staff wellness workshops. LMS stakeholders will have the option of their staff completing RESILIENT PRACTICES FOR EDUCATORS, STAFF MEMBERS, ADMINISTRATORS, AND TEAMS; a seven-part staff well-being webinar series co-sponsored by Kaiser Permanente and the Alliance for a Healthier Generation.

Line items in the budget to make possible these expanded activities include: teacher staff/meeting/planning time (costs of substitutes to cover staff attending program-related meetings and community-building planning activities); professional development (partial cost

of providers and/or attendance at Community School-related sessions); mental health interns; and the Community Advocate/small group support model.

LENNOX MIDDLE SCHOOL PROFESSIONAL LEARNING GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Outcome/Indicators
Conduct CS-specific school and partner staff training. .	By end of T3: ● Allot time for stakeholders to focus on a review of how Community Schools impacts over school summative data. ● Add a new teacher preparation component that will help prepare future teachers for the flexibility and adaptability that will help them succeed and reach every kind of learner within the Community Schools structure. ● Teachers and students will complete training that supports a variety of resources to support depression and suicidal behavior. ● School and partner staff will have the option of their staff completing Resilient Practices For Educators. ● Expend total first-year budget allotment of the costs of substitutes for teacher staff/meeting/planning time = $6,250. ● Outside experts and professionals from partner agencies and programs, and specialized consultants will provide a portion of CS-specific training. ● Utilize a contracted community partner, or a train-the-trainer approach, to provide support for teachers and staff on strategies to develop trusting, inclusive, and collaborative relationships with families and community members.	Meeting notes, New instructor module syllabus, Sign-in sheets, Session attendance, Completion certificates, Expenditure report, Training agendas, Stakeholder surveys,

PRIORITY 8: COMMUNITY-BASED LEARNING (CBL)

A more formalized and localized approach to this priority will, for the most part, be uncharted territory for LMS educators. Although this was addressed in the planning grant, the area is still a work in progress — but one that will ultimately be foundational to our Community School model.

The first challenge will be to agree on a basic definition of what community-based pedagogies means to the LMS community — and making it explainable in simple terms to all stakeholders/participants. For now, we use this definition:

Community-based learning (CBL) is an approach to instruction that incorporates local history, knowledge, values, language, literature, institutions, culture, and environments, and using those resources to empower meaningful instructor/student/family connections to their community.

Other challenges will be integrating these activities during and beyond the school day: how, within their already overbooked instructional schedules, do teachers bring these new activities into classroom contexts, especially within mandated standards-based curriculum that requires a rigidly scheduled, scaffolded approach to teaching and learning? Past training has been short on the theoretical roots and practical elements of CBL, and measuring its effectiveness.

NEXT CBL STEPS FOR LENNOX MIDDLE SCHOOL (LMS)

1 - As the implementation plan rolls out, educators will complete more advanced CBL training and observe best practice models of CBL in action, virtually and at neighboring districts — with a focus on integrating age-appropriate CBL activities into existing curricula and various learning trajectories.

2 - Complete student-driven assessment of current student/family local knowledge/interest about their community and culture, and address any negative assumptions they may carry.

3 - Community School stakeholders discuss and explore the roadmap of integrating CBL in their classrooms.

4 - On a grade level or individual teacher basis, promote and demonstrate positive outcomes and benefits of CBL activities. Some of these may include: increased student engagement, motivation and participation — stronger relationships with students and families — more in-home interaction between students and their families — improved student–teacher relationships — new student awareness of critical issues confronting their communities — greater affirmation of students' cultural identities — student learning linked to larger political concepts or global trends — students empowered to take more active roles in shaping and defining their communities — increased student and teacher awareness about the value of local knowledge as a curriculum resource — introduction to service-learning — utilize private sector partners to increase career awareness.

LMS COMMUNITY-BASED LEARNING - OVERARCHING GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Outcome/Indicators
Finalize CBL research and planning.	● By the end of T1, agree on a basic definition of what community-based pedagogies means to the LMS community. ● By the end of T1, complete student-driven assessment of current student/family local knowledge/interest about their community and culture, and address any negative assumptions they may carry. ● By the end of T1, educators will observe best practice models of CBL in action, with a focus on integrating	Mission statement, Assessment results, Observation notes distributed to others, CBL integration plan and action steps, Devise CBL outcomes and indicators.

	age-appropriate CBL activities into existing curricula and various learning trajectories. ● By the end of T2, devise a plan to integrate these activities during and beyond the school day. ● By the end of T2, community School stakeholders discuss and explore the roadmap of how best to integrate the newly formed CBL strategies into their regular school day instruction. ● By the end of T3, agree upon appropriate measurement tools that best promote and demonstrate positive outcomes and benefits of CBL activities.	
Implement formalized CBL training	● By the end of T 2, educators will complete more advanced CBL training ● By the end of T 2, agree upon revised instructional schedules to allow for CBL instruction and activities. ● By the end of T2, begin providing curricula in classrooms.	Staff observed (surveys) increases in student engagement, motivation and participation, Student surveys,

PRIORITY 9: PROGRESS MONITORING AND COLLECTIVE PROBLEM-SOLVING

As LMS completes its individualized Community School plan for projected outcomes, specifics of the overall evaluation plan (EP) will be finalized. Throughout, the EP will be rooted in local data and measures that allow for diverse LMS community-based definitions of success — within the framework of the four pillars. The EP will be devised in such a way as to gauge progress toward success, but also as a punch list to rolling out the initiative. Rather than reinventing the wheel, the EP will also utilize current baseline data based on LCAPs and SPSAs, as well as newly created component-specific data.

A contracted district Evaluation Coordinator responsible for data collection and analysis will lead the initiative's evaluation. The EC has experience evaluating 40+ district and nonprofit programs for federal, state funding agencies, nonprofits and foundations. At the federal state and county level, the EC has served on evaluation advisory boards standardizing evaluation protocols for digital high schools, charter schools, elementary and high school character education, nutrition/fitness programs, after-school programming, school readiness and magnet schools.

Data collection templates and guidelines will be issued to program providers/practitioners (e.g. MH interns, Community Advocates, program partners, etc.) who will be responsible for collecting site data that will then be fed to the Community Schools Director and Evaluation Coordinator.

Data can be disaggregated by: overall program, each school, various student subgroups and also grouped separately by after, before and summer components. Because data is tabulated

as it is collected on an ongoing basis, staff and stakeholders are able to determine, at any point in time, if project goals are being accomplished in a timely fashion.

PROCESS MEASURES will focus on documenting and assessing such areas as: effectively and meaningfully engaging students, teachers, families, and community partners — establishing new, and expanding the work of existing, partnerships, supports, and services that intentionally address locally defined needs — methods of expanding student-centered teaching practices and enrichment opportunities during and out of school time — steps toward enhancing positive, supportive, inclusive, and racially just school climates — creating authentic collaborative leadership and shared decision-making inclusive of all stakeholders.

The District will be responsible for submitting: school-level baseline and outcome measures (as detailed/required in the RFP) — annual project expenditure reports — annual implementation plan updates and progress reports — annual sustainability plan updates (starting in year two) — end-of-project expenditure report — end-of-project report, including a sustainability plan — and other data requested by the CDE.

CONTINUOUS IMPROVEMENT

LMS staff will utilize local and state evaluation data to continuously assess and improve activities, the learning environment, staff effectiveness, and administrative functions. Also conducted will be brief, precise, ongoing surveys and focus groups (parents, students, partners, staff).

When provided by the state, the project will utilize the phase-specific activities outlined in the forthcoming Implementation Growth Chart as a guide to capture how our goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

District and LMS leadership will also use a customized version of the California Afterschool Network's Action Plan for Quality Improvement as a template to: (1) identify any program component or other area that needs improvement, (2) guide staff and stakeholders through devising a strategy for improvement, (3) formulate a work plan of action steps, (4) assign someone to be responsible for implementation and follow up, (5) create a "SMART" timeline, and (6) assign a performance measure of success and/or benchmarks to the new strategy.

Summarized data analyses will be disseminated to all stakeholders throughout each year. End-of-year reports will be accessible via various websites. Sharing and discussing strong, positive evaluation results will be an essential component of continuous improvement.

Budget items to support the above efforts include: contracting with an evaluation consultant, and ongoing clerical support dedicated to data collection.

LMS COMMUNITY SCHOOLS - EVALUATION PLAN - OVERARCHING GOALS - YEAR ONE

First trimester = (T1) Second trimester = (T2) Third trimester = (T3)

Goals	Action Steps	Outcome/Indicators
Finalize evaluation plan	● By the end of T1, collect relevant current and previous year baseline data. ● By the end of T1, complete first year evaluation plan (EP) that includes collected baseline data.	Baseline data, EP,

	● By the end of T3, create all data collection templates and guidelines.	
Collect data	Extended learning/enrichment (Goal One)	School attendance/ chronic absenteeism rates, student proficiency scores, tutoring participation logs.
	Increased contact with health/mental health practitioners (Goal Two)	MH partner/practitioner client sign-in sheets, Parent/student exit surveys from services and activities, District-administered evidence-based student survey results, Applicable CHKS survey results and other school climate surveys, Suspension rates.
	Innovative school community-building opportunities (Goal Three)	User satisfaction surveys, Event attendance, Stakeholder surveys, Parent participation data, district principals meeting notes.
	Process measures	End of year surveys, Focus groups, Activity logs,
Dissemination of evaluation results	By the end of T3: ● The District will be responsible for submitting reports to the state. ● LMS staff will utilize local and state evaluation data to continuously assess and improve activities, the learning environment, staff effectiveness, and administrative functions. ● Summarized data analyses disseminated to all stakeholders and posted online.	School-level baseline and outcome measures (as detailed/required in the RFP) Completed continuous improvement matrix.

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